

Oxford
American
English

LET'S Monolingual GO

Picture Dictionary

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I WANT YOU

UNCLE SAM SCHOOL

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Oxford University Press
198 Madison Avenue, New York, NY 10016, USA
Great Clarendon Street, Oxford OX2 6DP, England

*Oxford New York
Athens Auckland Bangkok Bogota Buenos Aires
Calcutta Cape Town Chennai Dar es Salaam Delhi
Florence Hong Kong Istanbul Karachi Kuala Lumpur
Madrid Melbourne Mexico City Mumbai Nairobi Paris
Sao Paulo Singapore Taipei Tokyo Toronto Warsaw*

and associated companies in
Berlin Ibadan

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ISBN 0-19-435865-8

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Production Manager: Abram Hall

Printing (last digit): 10 9 8 7 6 5 4 3

Printed in Hong Kong.

Acknowledgments:

To all our students who have helped us to develop both as teachers and teacher trainers, thank you. Without you, we could not have written this book.

To our editors at Oxford University Press, and to the design team, thank you for your inspiration and hard work.

And finally, to our husbands and children, thank you for your support and understanding.

Illustrations by: Yvette Banek, Shirley Beckes/Craven Design, Susan Detrich, Patrick Girouard, John Jones, Anne Kennedy/HK Portfolio, Inc., Tammie Lyon, Susan Miller, Elise Mills, Michael Morris, Pam Peltier, Stephanie Peterson, Jenifer Schneider, Dorothy Stott, and Jim Talbot

Cover design by: Doris Chen Pinzon, Ruby Harn

Cover illustrations by: Yvette Banek, Patrick Girouard, Michael Morris, Pam Peltier, and Jim Talbot

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Picture Dictionary

by
R. Nakata
K. Frazier
B. Hoskins

Oxford University Press

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Introduction

LET'S GO PICTURE DICTIONARY

The *Let's Go Picture Dictionary* is a full-color, topic-based dictionary for children, designed to complement the seven-level *Let's Go* course. The *Picture Dictionary* presents the words from the *Let's Go* series, plus other high-frequency vocabulary, in situations that are universal to children everywhere.

Like its parent course, the *Let's Go Picture Dictionary* features a unique question-and-answer approach that helps students develop productive language skills as they build their vocabulary. The *Picture Dictionary* can be used as a supplement to the *Let's Go* series or independently. Either way, the *Dictionary* functions as a valuable reference guide to English.

COMPONENTS

The Picture Dictionary

The *Picture Dictionary* consists of 975 high-frequency vocabulary items grouped by topic. The words and phrases are based on the vocabulary from *Let's Go* Levels 1–6 and the *Let's Go Starter Level*, plus additional topic-based vocabulary.

The Cassette

The accompanying *Cassette* contains all the vocabulary and language patterns found in the *Picture Dictionary*. All words and phrases are spoken clearly and carefully, but with natural speed and intonation, so students can become accustomed to hearing the vocabulary as it is spoken naturally.

PHILOSOPHY AND PRINCIPLES

The *Let's Go Picture Dictionary* is based on the same principles as the *Let's Go* series. From the very beginning, students are encouraged not only to learn the new vocabulary but also to interact with each other using the language pattern provided for each topic.

The full-page illustrations and language patterns in the *Picture Dictionary* feature situations from children's everyday lives. Students begin speaking English more easily when relating to these familiar experiences.

ORGANIZATION

The *Picture Dictionary* covers 55 topics in 11 units. Each topic is presented on two pages. Generally, the first page consists of a scene showing the vocabulary items in context (pictures only). The facing page features the vocabulary items in isolation (pictures with word labels). Certain topics present the vocabulary items in a slightly different format.

LANGUAGE PATTERNS

Except for Topics 1 and 2, each topic in the *Picture Dictionary* is accompanied by a language pattern that appears in an easy-

to-identify shaded box. These patterns provide context for the new words, and function as models for extended language practice. You may occasionally need to modify the patterns, based on the skill level of your students.

Wherever possible, language patterns have been simplified to accommodate all the topic vocabulary. However, some language patterns may require alteration (such as changes in article usage, preposition usage, subject-verb agreement, etc.) when other vocabulary is substituted for the model vocabulary. Use these situations as learning opportunities for your students. Encourage them to discuss any required changes to the new vocabulary and/or language patterns.

LESSON PLANNING

Setting Goals

When making a lesson plan, use the language pattern and topic to help you set your goals. For example:

Topic: Toys (Topic 28, page 52)

Language Pattern: *Which toy do you want?*
I want a ball.

Objectives: to say the names of various toys
to express preferences
to ask others about their preferences

Making an Outline

Each lesson should contain the following five steps: Review, Present the topic, Present the vocabulary, Present the language pattern, and Extension.

1. Review

Begin each lesson by reviewing the previous lesson taught, selecting from a variety of drills, games, and activities (see the section on Other Games and Activities, page viii, for ideas). Whenever possible, use your review as a transition into the new topic. Select vocabulary items that your students already know from the current topic, and plug them into a structure taught in a previous unit. This example uses vocabulary from Topic 28, Toys:

Teacher: *Is this a ball?*

Students: *Yes, it is.*

2. Present the topic

Introduce the topic to students before they open their books. This helps the class to focus on the lesson, and it helps you to assess what vocabulary your students already know. This can be done in a variety of ways. For example:

- Draw or show pictures of items related to the topic (using picture cards from the *Let's Go* series or from other sources), or bring in real items, if possible, and ask students to identify as many of the items as they can.

- Using the items above, make statements or ask questions using structures they know. For example,
T: *I have a kite. Do you have a kite?*

- Ask students if they can list any other items they know in this category.

3. Present the vocabulary

Use the following steps to introduce the vocabulary:

- Have students open their books.
- Play the cassette. Have students listen and point to the pictures.
- Play the cassette again. Have students repeat the words aloud. Play the cassette section again, as necessary. Or, model the words for the students yourself. Give students ample opportunity to hear each word and practice its pronunciation.

You can also reinforce the new vocabulary by means of an appropriate drill or activity. For example:

- Use Total Physical Response (TPR). Give a command using the new vocabulary item. Students act out the command, but are not expected to repeat the item at this stage. This is especially useful in teaching verbs.
- Describe a word and have students identify it by pointing to it on the page. For example, T: *It looks like a diamond. It can fly. It's a kite.* Students locate the kite in the full-page illustration and point to it.
- Ask simple Yes/No or "or" questions to allow students to give one-word responses. T: *Who has the ya-ya? Sam or Ginger?*

4. Present the language pattern

The students can use the language pattern to practice talking about the vocabulary items presented in the illustrations. There are two types of language patterns in the *Picture Dictionary*. Use the following steps to present them:

Type 1: Question-and answer-patterns

This is the most common pattern used in the *Picture Dictionary*. For example:

S1: *Which toy do you want?*
S2: *I want a ball.*

- Model the language pattern for the students. (Note: You should focus first on the answer before presenting the question and the answer in combination.) Say the answer. Have the class repeat after you. Model and repeat several times.
- When students have thoroughly practiced the answer, model the question and answer together, either by using the cassette or by saying the pattern yourself. Have the class repeat the question and answer several times.

- Divide the class into two groups. Have Group A ask the question, and Group B answer. Then have groups switch roles. (Practicing in two groups, within the secure setting of speaking with other students, allows the students to become more familiar with the patterns.)

- Put the students into pairs or small groups, and have them practice asking each other questions about the picture. (Practicing in pairs or small groups is an ideal way for students to learn from one another, since they can share information.)

Type 2: Command patterns

Command patterns are found in Topic 10, Parts of the Body, and Topic 26, Classroom Verbs. For example,
T: *Paint to your head.*

- Model the language pattern for the students, either by using the cassette or by saying it yourself. Perform the physical action as you say the phrase. Have the class repeat as they perform the action. Demonstrate and repeat several times.
- Put the students into pairs or small groups, and have them practice giving the commands and performing the actions.

5. Extension

Have students close their books. Extend and reinforce the topic and the new vocabulary with activities and games. See below for activity and game ideas.

ACTIVITIES USING THE ILLUSTRATIONS

You can use the many illustrations in the *Picture Dictionary* with a wide range of language tasks to help students practice the language they have learned.

Talking

Have students talk about the full-page illustrations by using the language structures they have already learned. Students can either make statements about the page or express their own opinions, depending on their ability. Some examples using vocabulary from Topic 31, Sports, follow:

- You can have lower-level students point to the objects they know in the illustration and say the words or simple sentences:

S1: *I like tennis.*
S2: *This is a soccer ball.*

- You can elicit more difficult sentences from higher-level students:

S1: *They are playing golf.*
S2: *I like to play basketball.*

See "Dialogues" and "Storytelling," below, for further Talking activities.

Writing

The full-page illustrations can be used as springboards for various kinds of writing activities. Some examples follow:

- This activity exposes students to proper sentence formation and mechanics in a very controlled, simplified manner. Have each student make one sentence about the illustration. Write it down on a piece of paper and return it to the student. The student then copies the sentence and draws a picture to illustrate it. Finally, the student reads the sentence aloud to the class and displays his or her picture.

- With higher-level students, you can have each student write several sentences about the picture and, if desired, illustrate them. Students then read their sentences aloud to the class.

- This activity teaches students awareness of the logical order of sentences. While it may be challenging, students will always find it interesting since they are generating their own prose. Have each student write one simple sentence based on the full-page scene. Then create group prose by having students put their sentences together. This example uses vocabulary from Topic 51, The Zoo:

S1: *I saw lions and pandas.*

S2: *There was a whale in the water.*

S3: *I went to the zoo.*

S4: *I like the zoo.*

Write the sentences on the board. Then, have the class alter and rearrange the sentences to make them more sequential. (Prompt when necessary.) For example:

I went to the zoo. I saw lions and pandas. There was a whale in the water. I like the zoo!

Students then copy the new paragraph and illustrate it, if desired.

Dialogues

Higher-level students can work in pairs or small groups to develop dialogues for each scene. They name the characters and then create a dialogue. This example uses vocabulary from Topic 30, Birthday Party:

Julie (birthday girl): *There are seven candles.*

Tom (boy on left): *Happy birthday!*

Tina (girl on right): *Let's sing!*

All children: (singing) *Happy birthday to you, ...*

Have the pairs or small groups perform their dialogues for the class.

Storytelling

Higher-level students can work in pairs or small groups to make stories for the scenes. Hold up the *Dictionary* and ask the class questions; for example, T: (point to page 40) *They are packing their clothes. Where are they going? What will they do? What will they need?*

Put students into pairs or groups. Have them write stories about the picture based on your questions. Then, have them read their stories to the class. This example uses vocabulary from Topic 22, Clothes:

This is John. He is going on a homestay. He hasn't finished packing yet. He is going to Hawaii. It will be hot. He will need some T-shirts.

Let the students refer to their books or use other resources to get ideas for sentences. Be sure to circulate and help groups with any words they don't know.

OTHER GAMES AND ACTIVITIES

Find the Picture

This activity works with topics that feature a full-page illustration. Separate students into pairs. S1 points to one of the numbered illustrations on the right-hand page (where vocabulary is depicted in isolation). S2 must find the matching item in the full-page illustration, and say the word or phrase. Then students switch roles.

Find Sam and Ginger

Sam and Ginger, the *Let's Go* cats, appear in the full-page illustration in the first topic in every unit (Topics 1, 10, 15, 22, 25, 28, 31, 36, 42, 48, 52, 54, and 55). Have students try to find them and create sentences about them. Ask questions to prompt students, if necessary. For example, T: *Where is Ginger? What is she doing? Where is Sam? What is he wearing?*, etc.

Who's the Fastest?

This activity uses the numbered lists of vocabulary items. Have two students compete to say all the words as fast as possible. One student starts at item number 1 and works down. The other student starts at the last numbered item and works up. When you signal for the race to begin, both students work through the list at the same time, reading each word as fast as possible. The first student to reach the other's start word first wins.

For greater challenge, when students meet at the same word, they have to play Even Odd (the Paper-Rock-Scissors game). The winner gets to advance. The loser must start over from his or her beginning word again.

Find the Word

Students can do this activity either in teams or in pairs, using the numbered list of words. Call out a word (or have a volunteer do so). The first student to locate the word on the page gets a point.

Find the Card

Use picture cards from either the *Let's Go* series or another source. Have at least one card for each student. Spread the cards on the floor facedown. Divide the class into two teams, and have teams stand on either side of the cards. Say one of the vocabulary items from the *Picture Dictionary*. Each student picks up one card. The student who picks up the card with the matching vocabulary item keeps it. Then, the other students put down their cards, mix them quickly, and play the game again. When the game is over, the team with the most cards wins. For reading practice, this activity can be done using teacher-made word cards.

Find Your Partner

This activity requires pairs of *Let's Go* picture cards (or picture cards from another source) and teacher-made word cards. Give each student either a picture card or a word card. Students move around the room; each student must find the student holding the corresponding word or picture card. Lower-level students can simply show their cards to each other. Higher-level students can keep their cards hidden and ask questions to find their partners. For example:

S1: *Do you like tennis?* or *Do you have a cat?*

S2: *Yes, I do./No, I don't.*

Spell It

This activity can be done in small groups or with the whole class. Spell out a word (or have a volunteer do so). Students compete to find it in the numbered word list, or in the full-page illustration, and then say the word.

Alphabetizing Activity

Students work in pairs or small groups to sort the topic words in alphabetical order. They can write the words down on a separate sheet of paper or take turns writing them on the board.

Word Discovery Activity

Working in small groups or pairs, students find words in a topic that fit the parameters you describe. For example, ask students to:

- find all the words that start with a certain sound, such as *r*, *th*, or an initial vowel sound;
- find all the words that end in *-d* or *-th*, or words that contain a short vowel sound (medial position);
- identify nouns that take *on*;
- identify parts of speech, such as nouns, verbs, or prepositions.

You can have students write the words down or say them aloud. Or, you can have teams race to write as many of the words as they can, either on the board or on a team list.

Sentence Writing

Using the numbered word lists, students make sentences for each word (other than the sentence in the language pattern). They can do this orally, in writing, in pairs, or alone. Have students share their sentences with the class. For added challenge, have students make riddles; for example, S1: *This animal is tall. It has a very long neck. It has spots. What is it?*

Make Crossword Puzzles

Have students work in pairs to create their own crossword puzzles, using words from the numbered word lists. Each pair can then exchange their puzzle with another pair.

Find New Words

Divide the class into teams. Teams look at the full-page

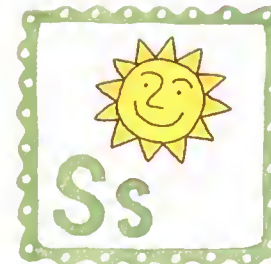
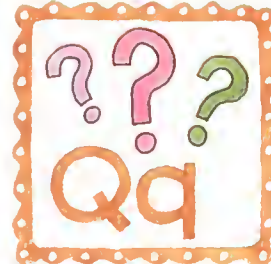
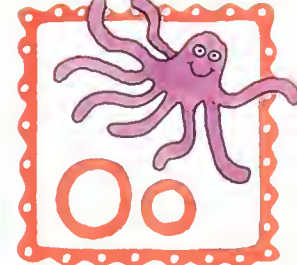
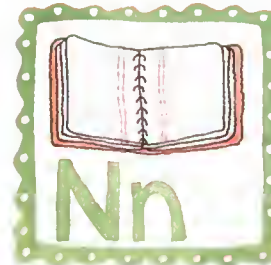
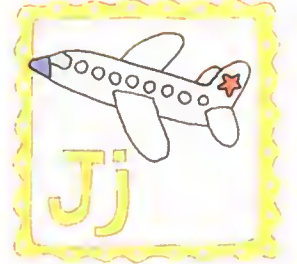
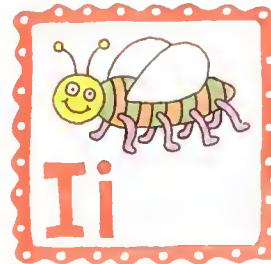
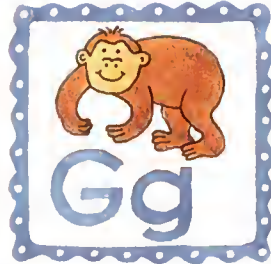
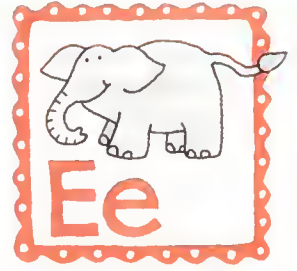
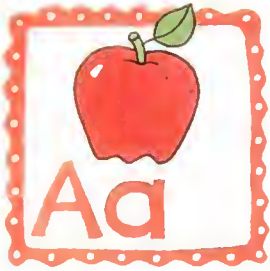
illustration and identify as many objects as they can that are not listed in the numbered word list. The team listing the most words wins.

Categories

This is a good review activity. Divide the class into small groups. Gather word cards or picture cards from several topics. Review the vocabulary by mixing the cards and having students group them into categories. This activity can be as simple or complex as you wish. For example:

- Combine word or picture cards for vocabulary from two topics; for example, Topic 37, Vegetables and Topic 50, Forest Animals. Have students separate the cards into the two categories, in this case, animals and food.
- Combine word cards from one or more topics. Have students categorize the cards based on initial letter, number of syllables, alphabetical order, etc.
- Combine picture cards from one or more topics. Have students categorize the cards based on item color or size.

1 Alphabet



2 Numbers

zero

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

twenty

twenty-one

thirty

forty

fifty

sixty

seventy

eighty

ninety

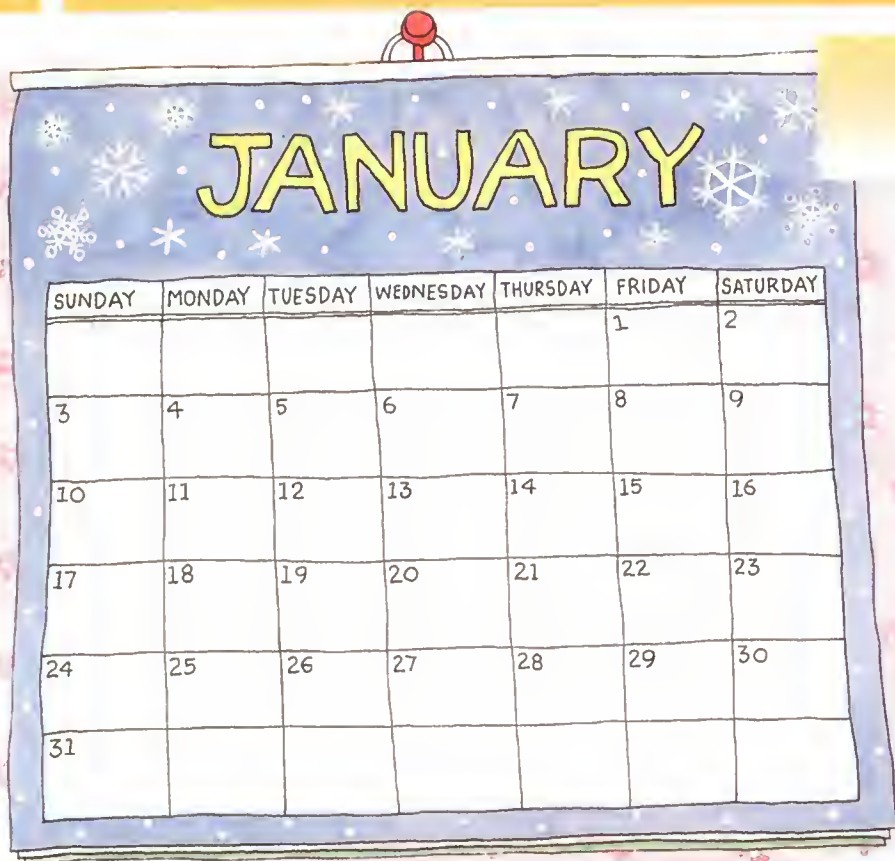
one-hundred

3 Ordinals

Who's first?
She is.



4 Calendar

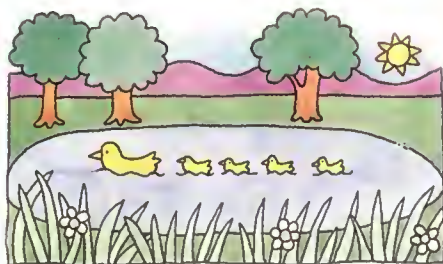


What's the date today?
It's Monday, January 4th.

The Months

| | |
|----------|-----------|
| January | July |
| February | August |
| March | September |
| April | October |
| May | November |
| June | December |

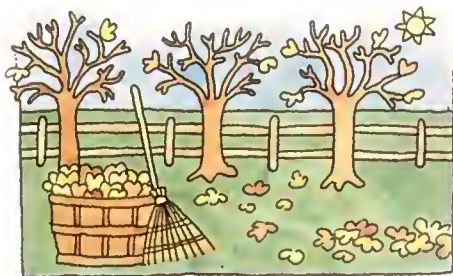
The Seasons



spring



summer



fall = AUTUMN
USA ENGLAND

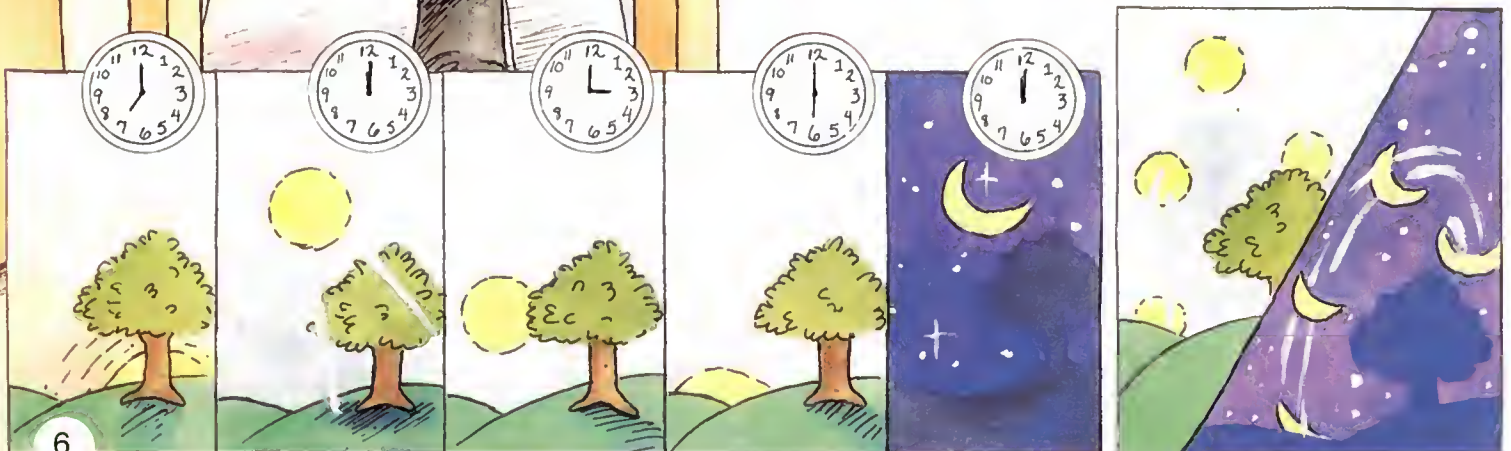


winter

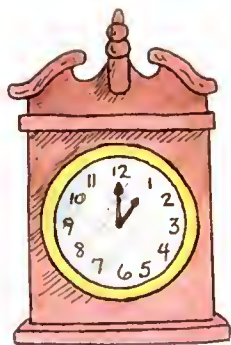
Days of the Week

| | |
|-----------|----------|
| Sunday | Thursday |
| Monday | Friday |
| Tuesday | Saturday |
| Wednesday | |

What time is it?
It's one o'clock.



1. one o'clock



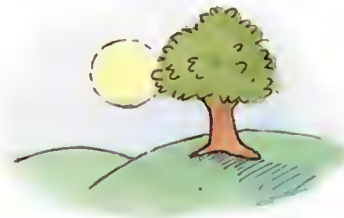
8. morning



2. one fifteen



9. afternoon



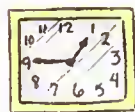
3. one thirty



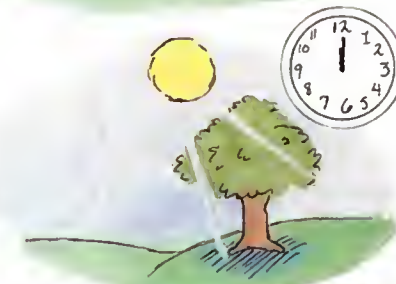
10. evening



4. one forty-five



11. noon



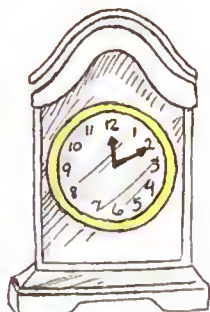
5. two o'clock



12. midnight



6. twelve ten



13. day



7. five fifty-five

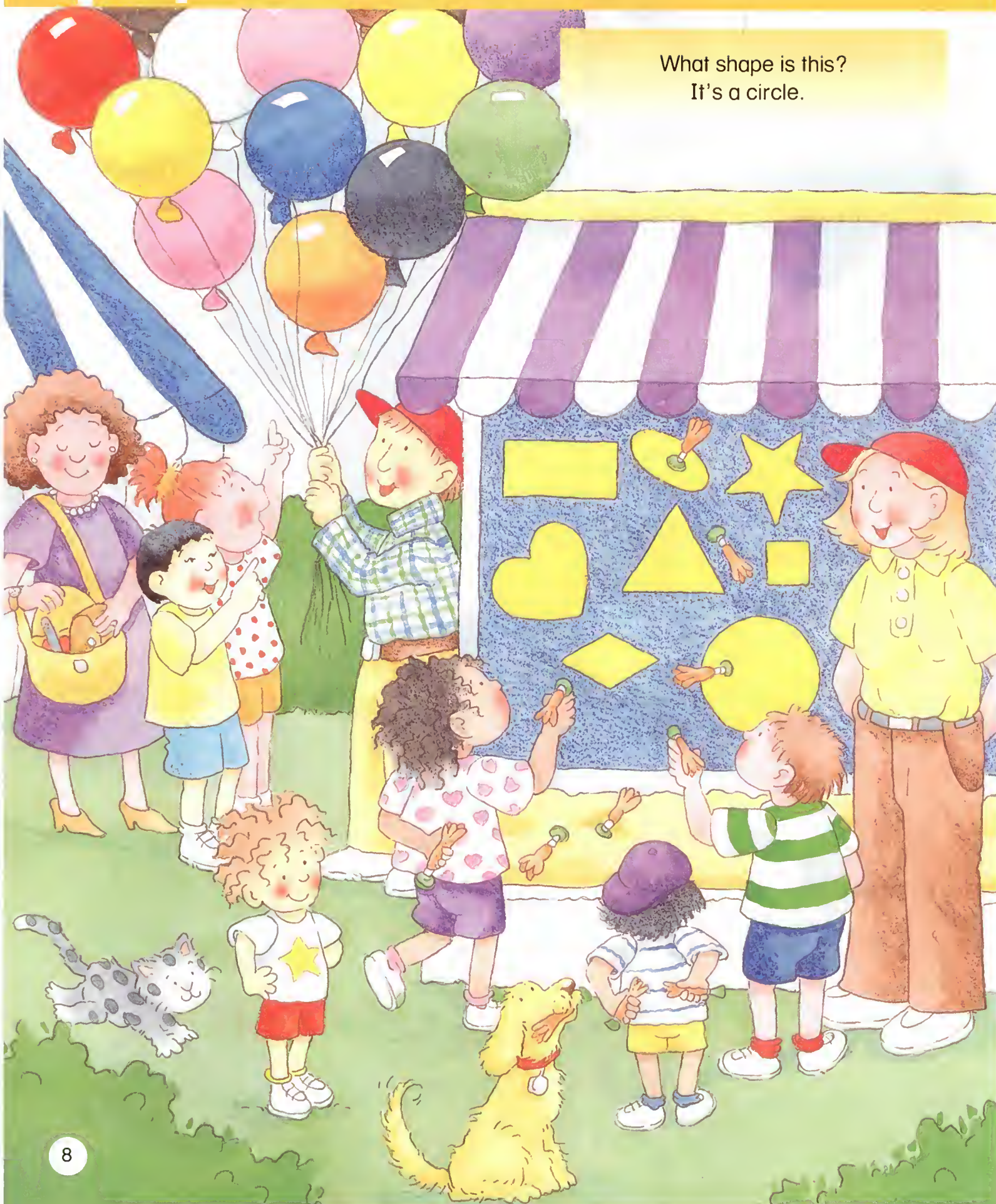


14. night

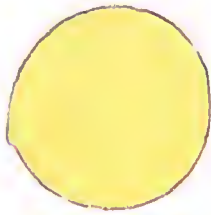


6 Shapes and Colors

What shape is this?
It's a circle.



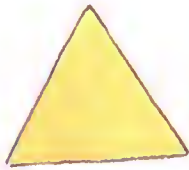
1. circle



2. square



3. triangle



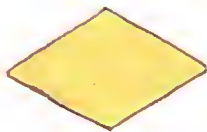
4. rectangle



5. oval



6. diamond



7. heart



8. star



9. red



10. orange



11. yellow



12. green



13. blue



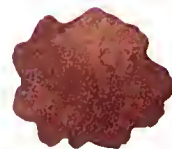
14. purple



15. pink



16. brown



17. white



18. black



7 Opposites

Is it empty?
No, it's full.



1. empty



2. full



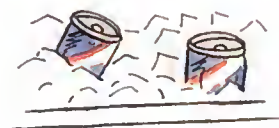
3. round



4. square



5. cold



6. hot



7. new



8. old



9. short



10. long



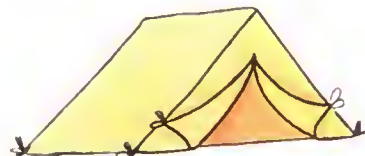
11. light



12. heavy



13. big



14. little



15. soft



16. hard



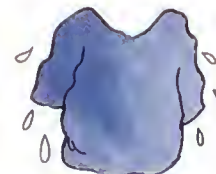
17. dirty



18. clean



19. wet

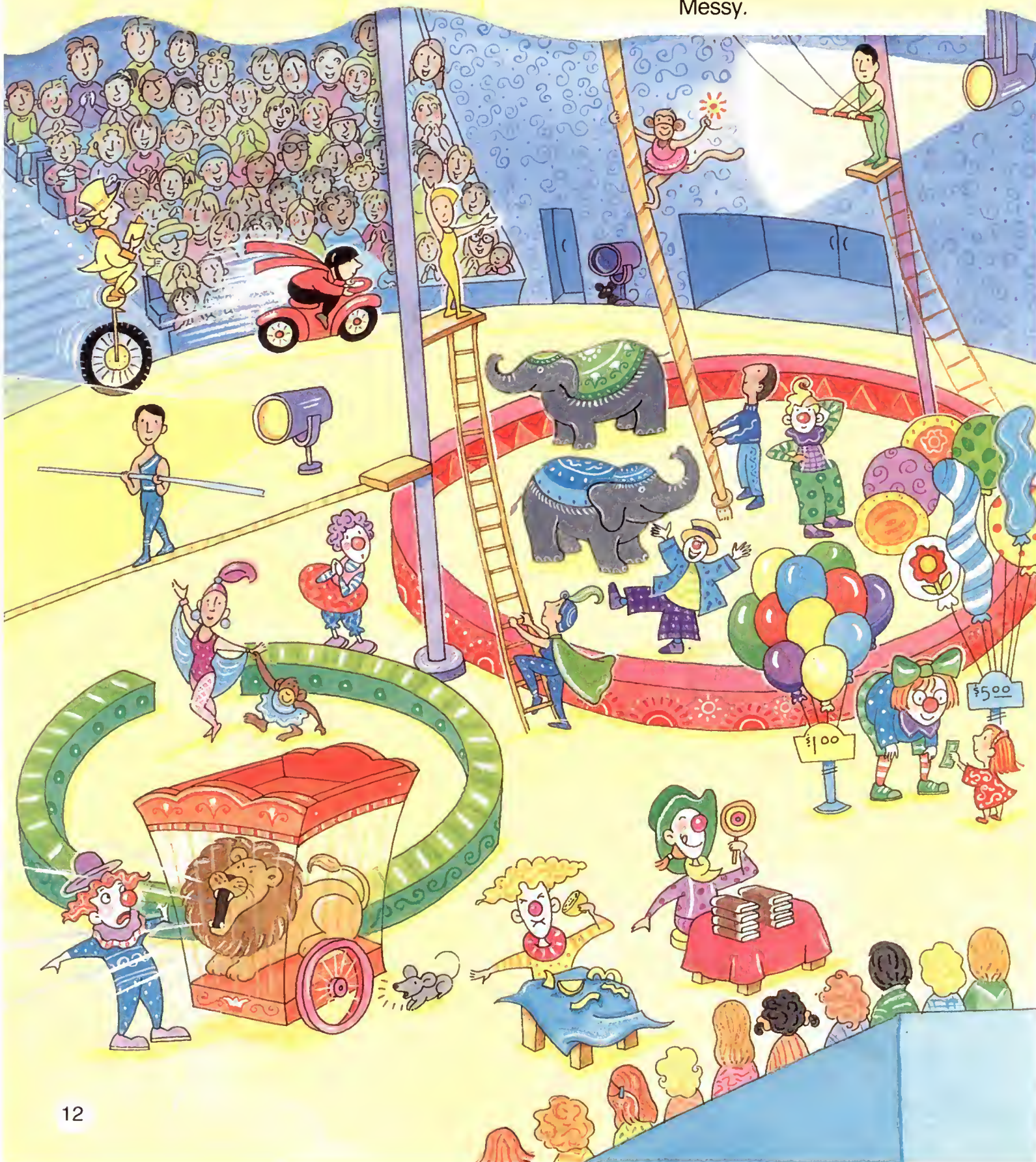


20. dry



8 More Opposites

What's the opposite of neat?
Messy.



1. neat



2. messy



3. sweet



4. sour



5. thick



6. thin



7. loud



8. quiet



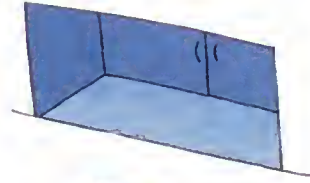
9. dark



10. light



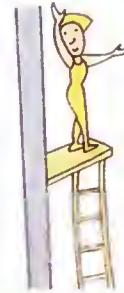
11. wide



12. narrow



13. high



14. low



15. fast



16. slow



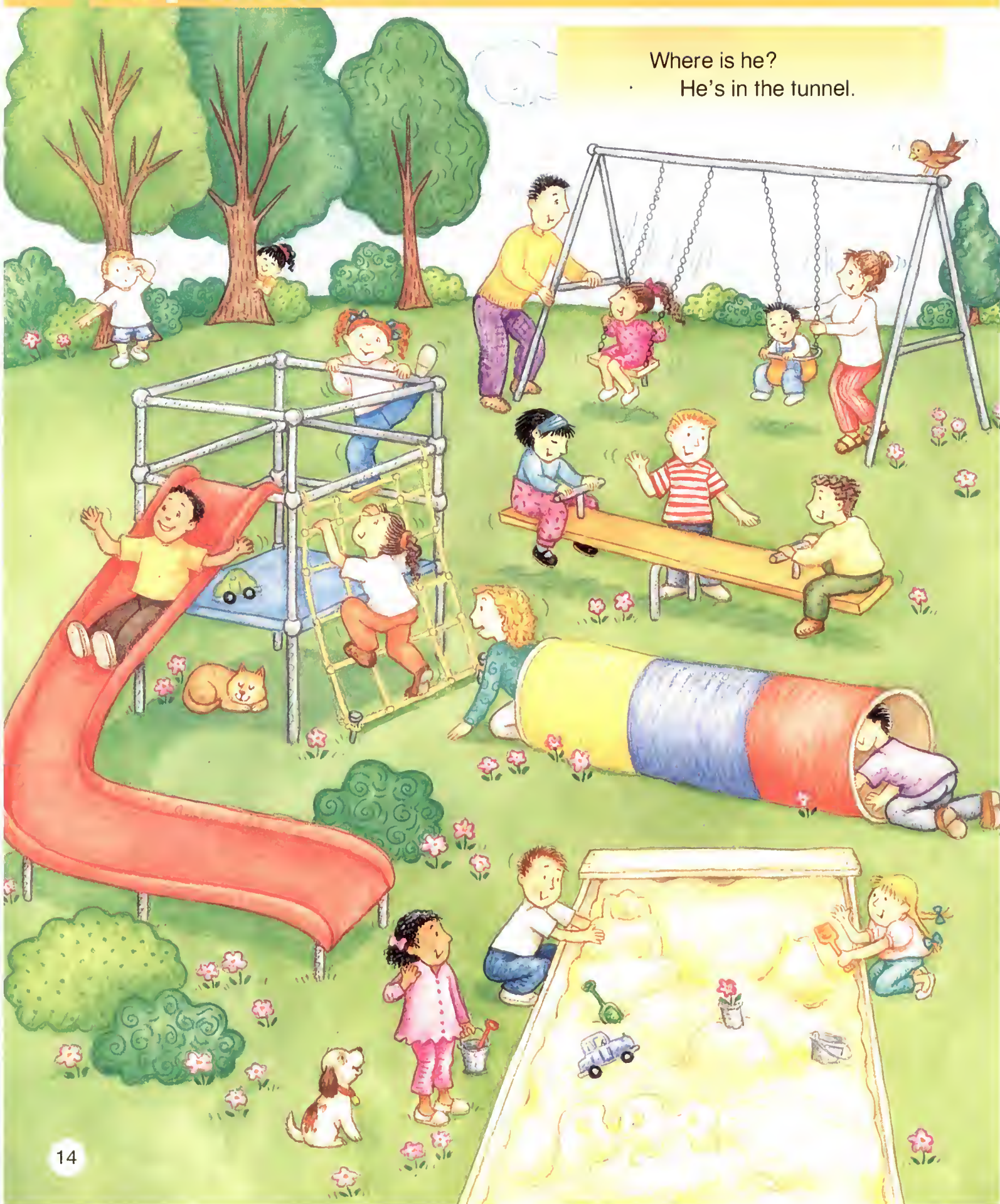
17. cheap



18. expensive



He's in the tunnel.



1. in



8. across from



2. out of



9. between



3. to the left of



10. next to



4. to the right of



11. under



5. in front of



12. on



6. behind



13. going up



7. by

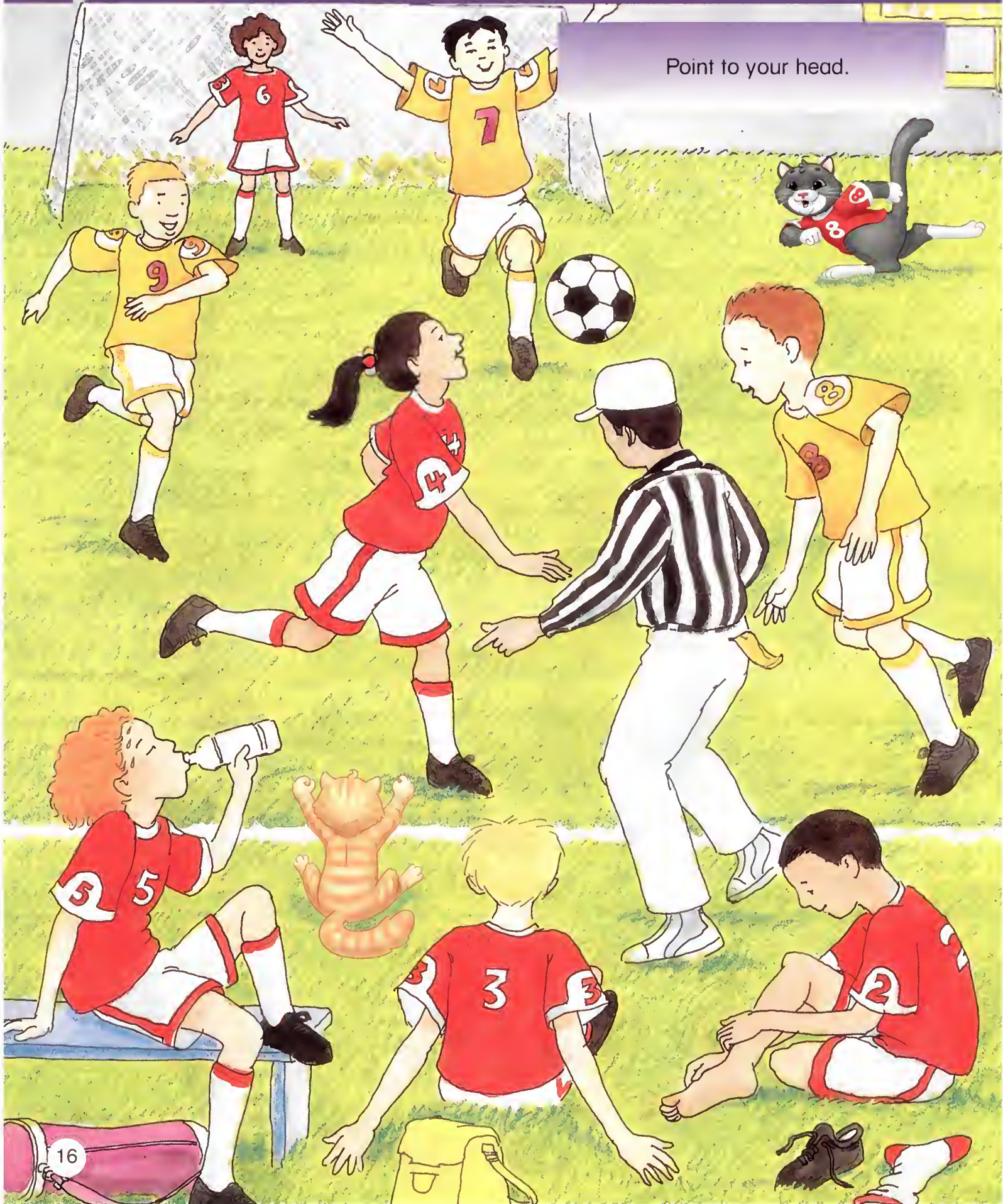


14. going down



10 Parts of the Body

Point to your head.



1. head



2. hair



3. face



4. ear



5. eye



6. nose



7. mouth



8. chin



9. neck



10. shoulder



11. arm



12. elbow



13. hand



14. finger



15. chest



16. back



17. leg



18. knee



19. foot



20. toe



What does he look like?
He has red hair. He's cute.



1. red hair



11. green eyes



2. brown hair



12. pretty



3. black hair



13. cute



4. blond hair



14. ugly



5. gray hair



15. fat



6. curly hair



16. thin



7. straight hair



17. young



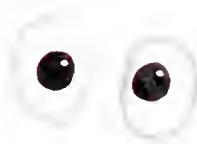
8. brown eyes



18. old



9. black eyes



19. tall



10. blue eyes



20. short



What are you doing?
I'm washing my face.



1. wash my face



2. take a bath



3. brush my teeth



4. comb my hair



5. sneeze



6. blow my nose



7. cry



8. chew



9. yawn



10. sleep



11. scratch my back



12. stretch my arms



13. clap my hands



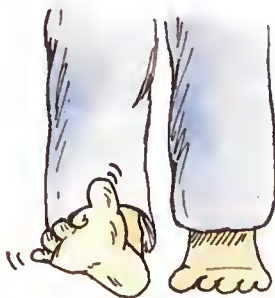
14. snap my fingers



15. bend my knees



16. stamp my feet



17. wiggle my toes



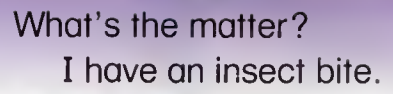
18. wink



19. smile



20. laugh



1. insect bite



9. stomachache



2. rash



10. runny nose



3. sunburn



11. fever



4. bruise



12. cough



5. cut



13. cold



6. bloody nose



14. headache



7. broken arm



15. earache



8. toothache

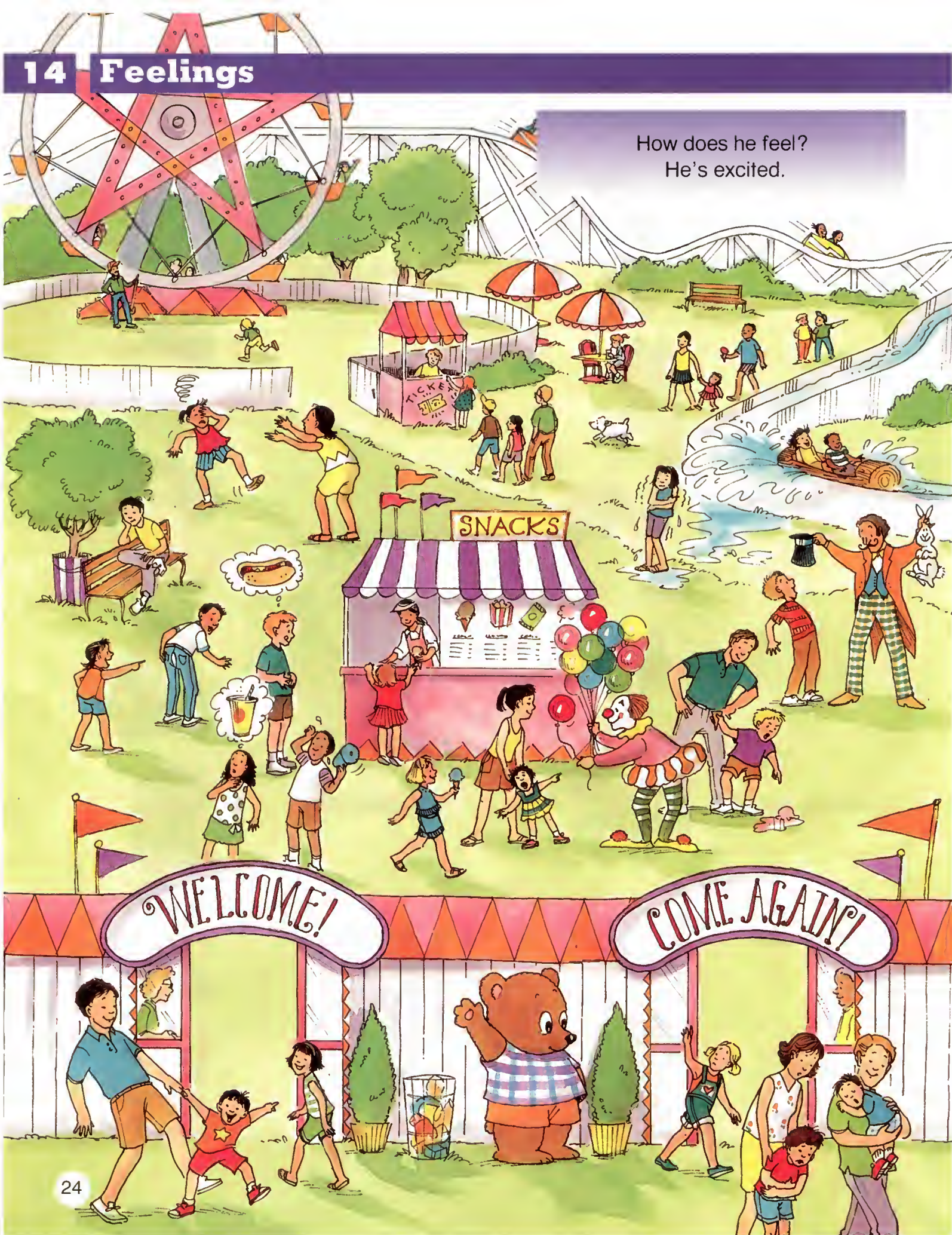


16. sore throat



14 Feelings

How does he feel?
He's excited.



1. excited



9. thirsty



2. happy



10. angry



3. sleepy



11. dizzy



4. sad



12. sick



5. bored



13. worried



6. hot



14. scared



7. cold



15. embarrassed



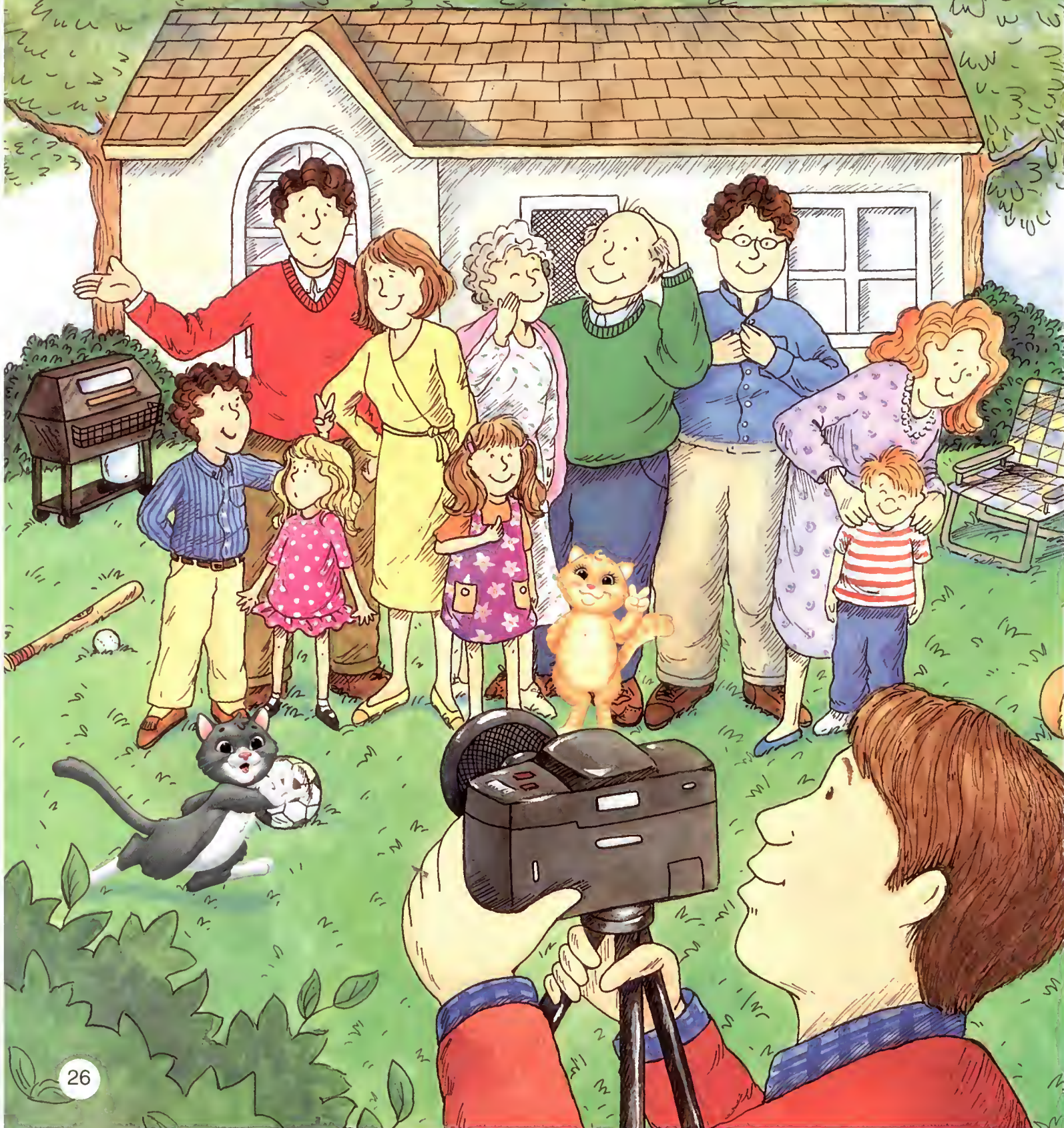
8. hungry



16. surprised



Who's she?
She's my mother.



1. mother



7. aunt



2. father



8. uncle



3. sister



9. cousin



4. brother



10. parents



5. grandmother



11. grandparents



6. grandfather

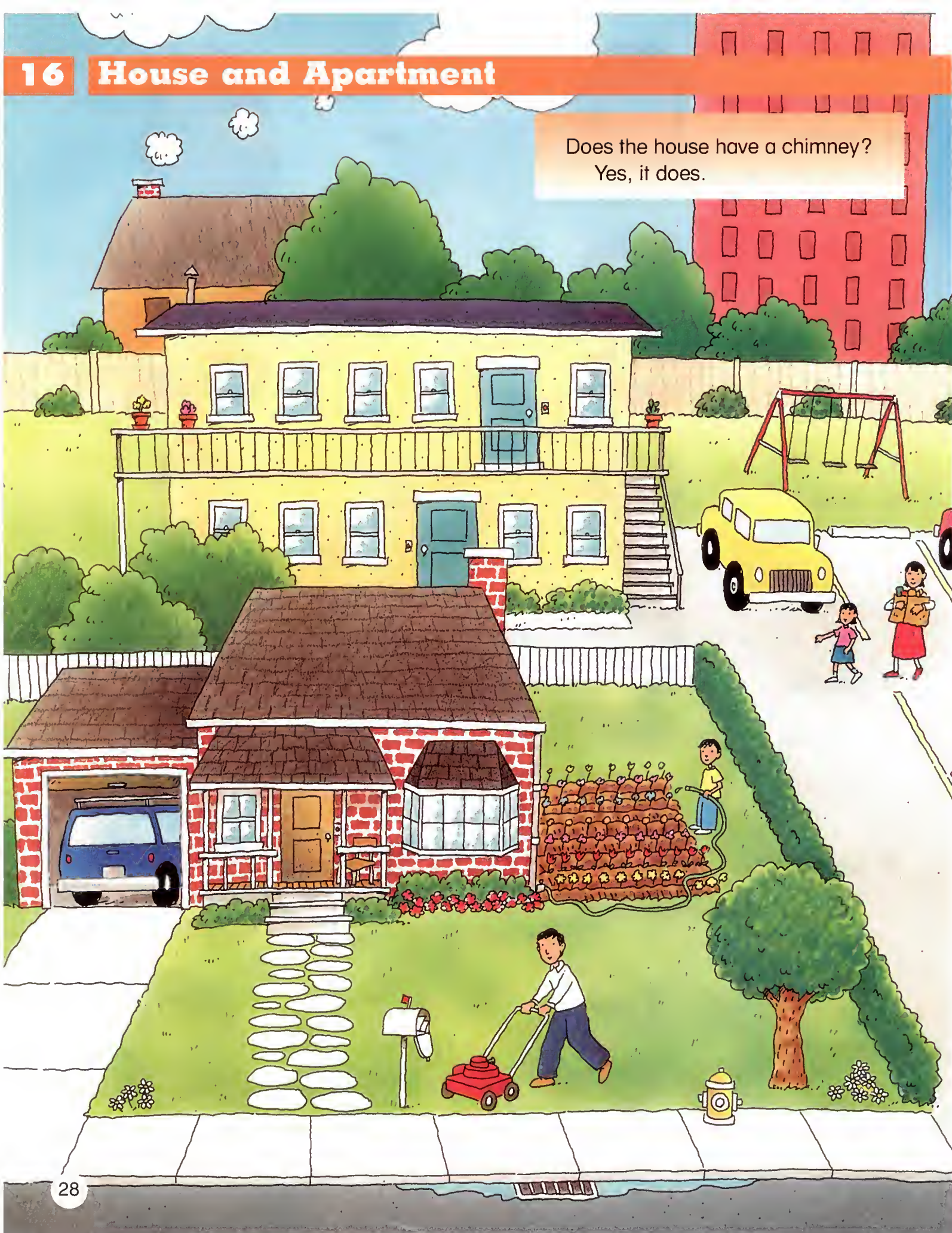


12. me



16 House and Apartment

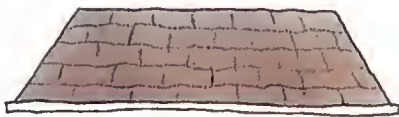
Does the house have a chimney?
Yes, it does.



1. chimney



2. roof



3. steps



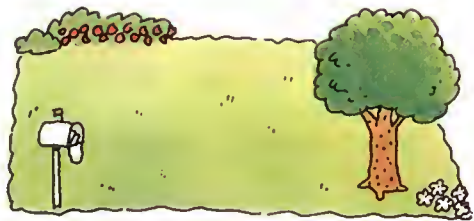
4. porch



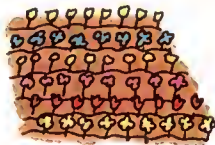
5. mailbox



6. front yard



7. garden



8. flowers



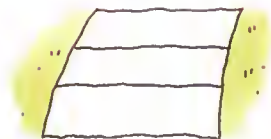
9. tree



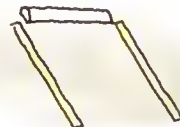
10. garage



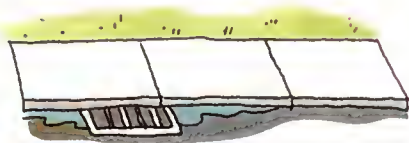
11. driveway



12. parking space



13. sidewalk



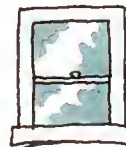
14. stairs



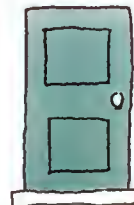
15. balcony



16. window



17. door



18. doorbell

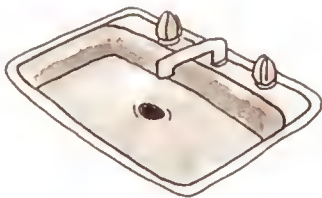


17 Kitchen

What's in the kitchen?
There's a sink.



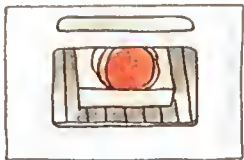
1. sink



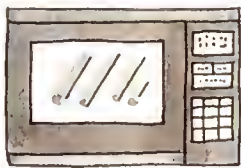
2. stove



3. oven



4. microwave



5. toaster



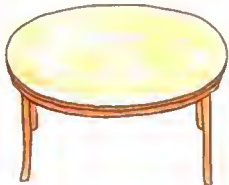
6. refrigerator



7. cupboard



8. table



9. food



10. teakettle



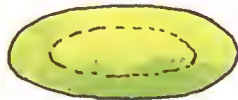
11. pot



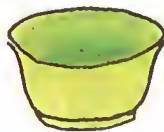
12. pan



13. plate



14. bowl



15. glass



16. cup



17. fork



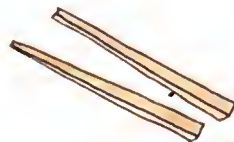
18. knife

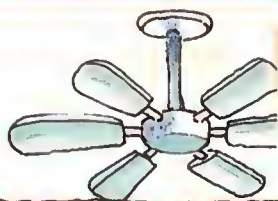


19. spoon

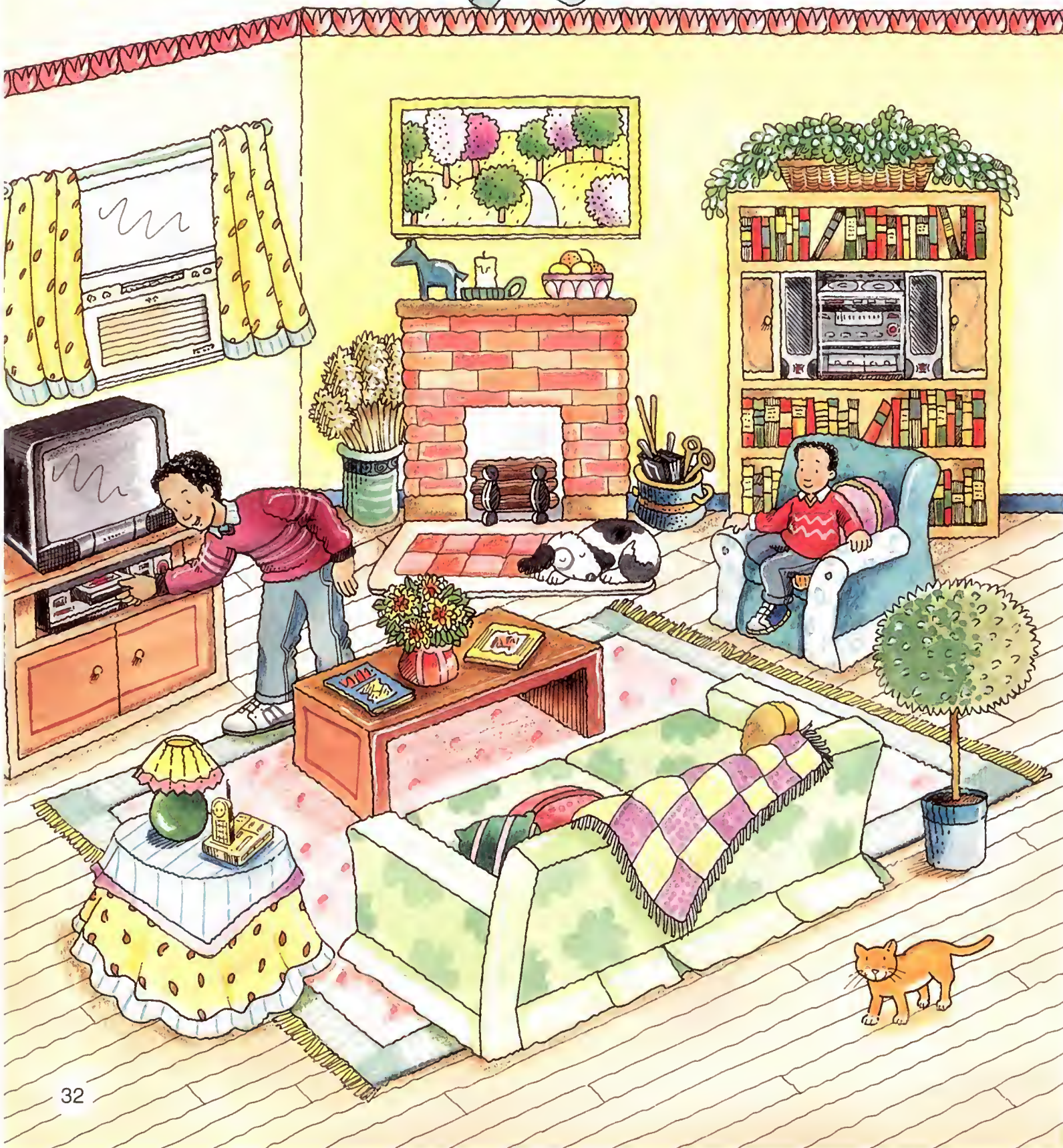


20. chopsticks





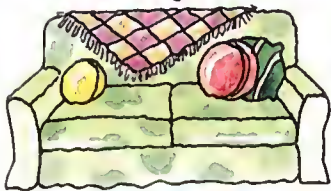
Where's the armchair?
It's near the fireplace.



1. armchair



2. sofa



3. coffee table



4. TV



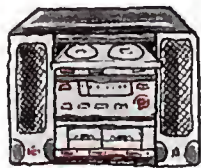
5. VCR



6. videotape



7. stereo



8. cassette player



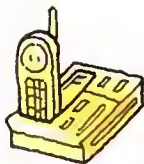
9. CD player



10. radio



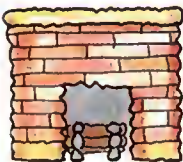
11. telephone



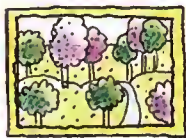
12. bookcase



13. fireplace



14. picture



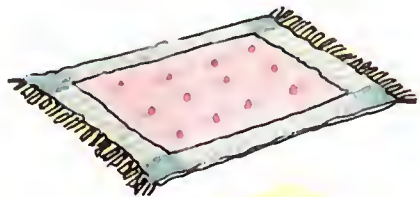
15. plant



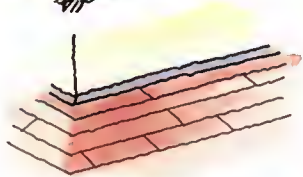
16. air conditioner



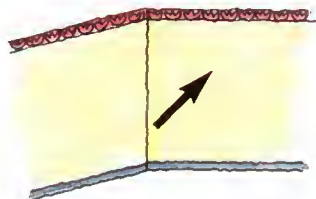
17. carpet



18. floor



19. wall



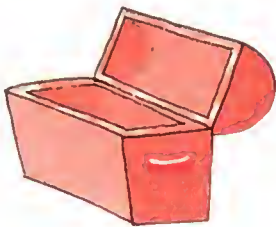
20. ceiling



What do they have in their bedroom?
They have a toy box.



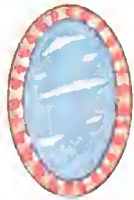
1. toy box



2. dresser



3. mirror



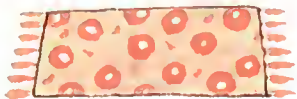
4. brush



5. comb



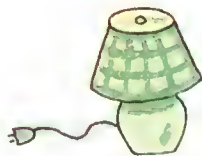
6. rug



7. night table



8. lamp



9. clock



10. light



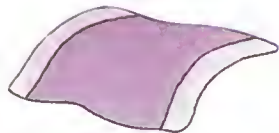
11. bed



12. pillow



13. blanket



14. quilt



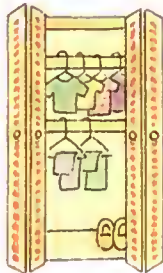
15. shelf



16. fan



17. closet



18. curtains



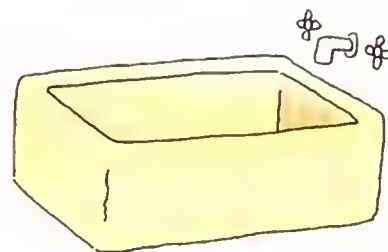
Can you see a toothbrush in the bathroom?
Yes, I can.



1. toothbrush



10. bathtub



2. toothpaste



11. bubble bath



3. shampoo



12. bath mat



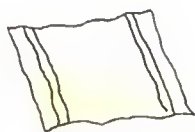
4. soap



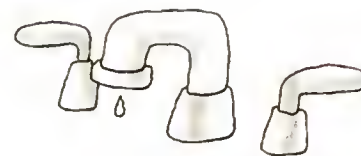
13. shower



5. washcloth



14. faucet



6. towel



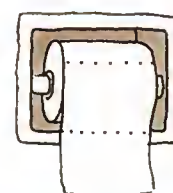
15. toilet



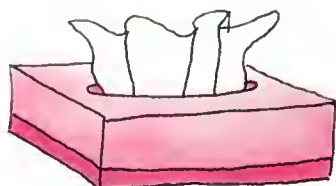
7. lotion



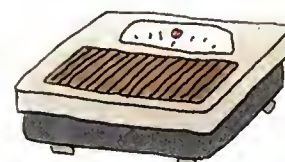
16. toilet paper



8. tissue



17. scale



9. bandage



18. wastebasket



21 House Verbs

What does she have to do?
She has to clean up.



1. clean up



2. sweep the floor



3. mop the floor



4. vacuum the carpet



5. dust the furniture



6. change the sheets



7. do the laundry



8. fold the laundry



9. put the groceries away



10. take out the trash



11. set the table



12. clear the table



13. wash the dishes



14. dry the dishes



15. feed the dog



16. walk the dog



17. turn on the light



18. turn off the light

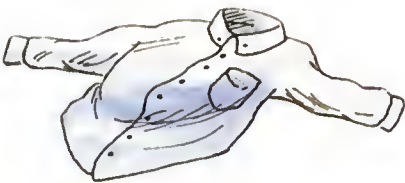
What are you wearing?
I'm wearing a T-shirt.



1. T-shirt



2. shirt



3. pants



4. suit



5. vest



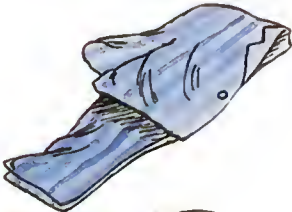
6. undershirt



7. underpants



8. pajamas



9. socks



10. shoes



11. sweatshirt



12. sweatpants



13. blouse



14. skirt



15. dress



16. sweater



17. tights



18. bathrobe



19. nightgown



20. slippers



What did you find?
I found a jacket!



1. jacket



2. coat



3. raincoat



4. jeans



5. overalls



6. sneakers



7. boots



8. hiking boots



9. sandals



10. shorts



11. swimsuit



12. uniform



13. cap



14. hat



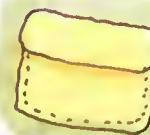
15. glasses



16. zipper



17. pocket



18. button



24 More Accessories

What do you want to buy?
I want to buy a belt.



1. belt



2. scarf



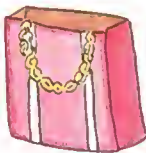
3. necktie



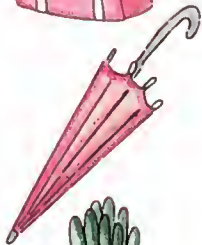
4. purse



5. bag



6. umbrella



7. gloves



8. mittens



9. sunglasses



10. earrings



11. necklace



12. bracelet



13. ring



14. watch



15. key chain



16. wallet



17. barrette



18. headband



19. bow

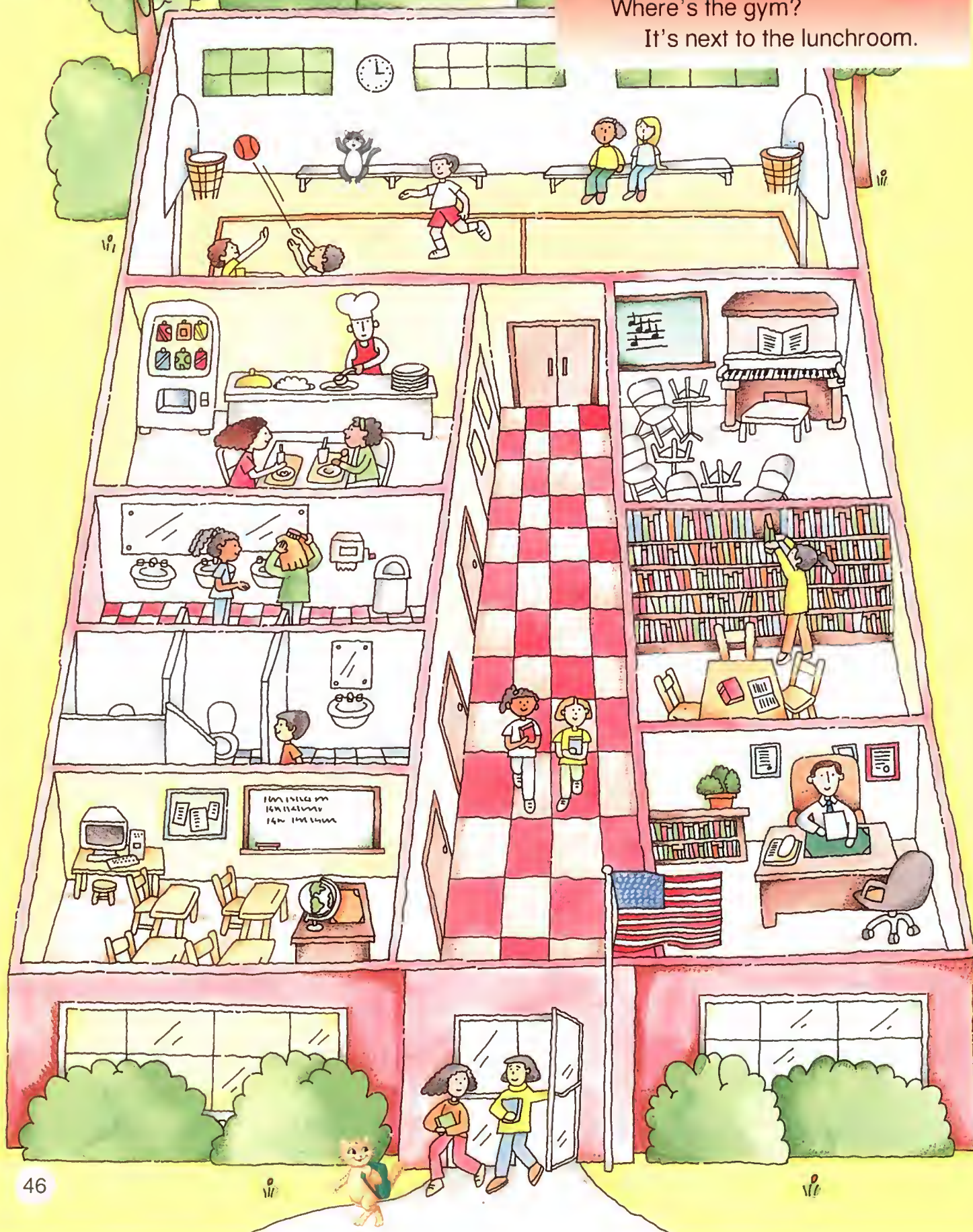


20. handkerchief

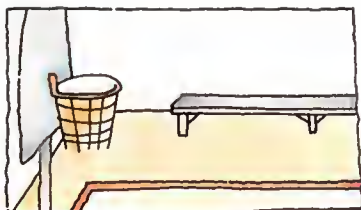


25 School Rooms

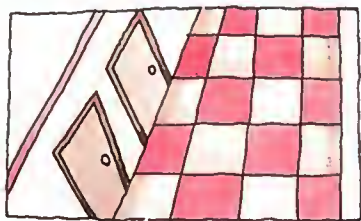
Where's the gym?
It's next to the lunchroom.



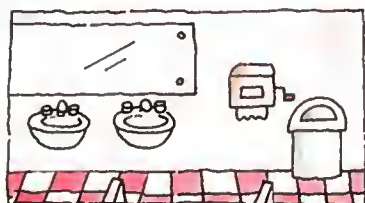
1. gym



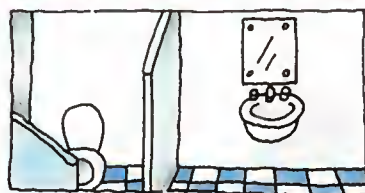
2. hall



3. girls' room



4. boys' room



5. lunchroom



6. music room



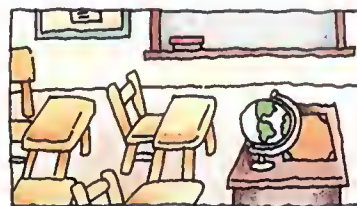
7. library



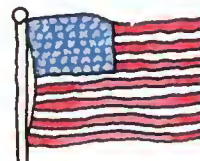
8. office



9. classroom



10. flag



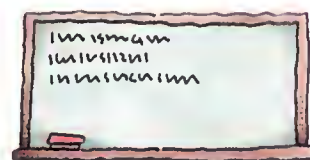
11. desk



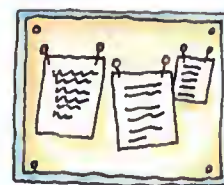
12. chair



13. board



14. bulletin board



15. globe



16. computer



26 Classroom Verbs



1. Come here.

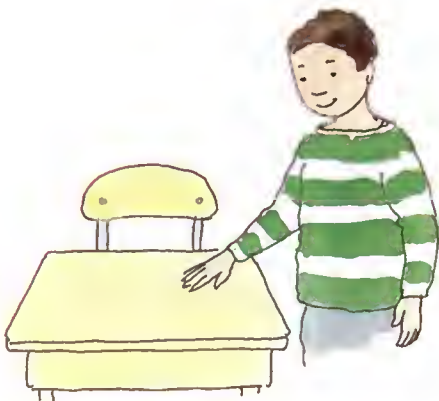


2. Go to the door.

Please come here.



3. Look at the board.



4. Touch the desk.



5. Raise your hand.



6. Put your hand down.



7. Open your book.



8. Close your book.



9. Write your name.



10. Draw a picture.



11. Point to the window.



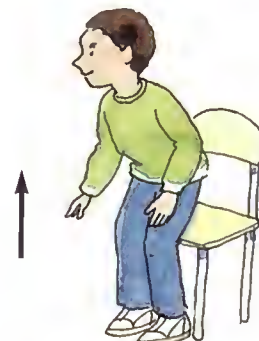
12. Pick up your pencil.



13. Take out your book.



14. Put your book away.



15. Stand up.



16. Sit down.



17. Be quiet.



18. Listen carefully.



19. Make two lines.



20. Count the boys.

Where's the glue?
Here it is.



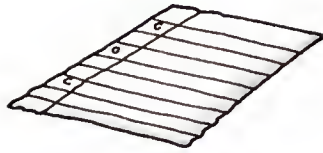
1. glue



11. book



2. paper



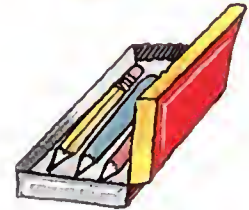
12. pencil



3. scissors



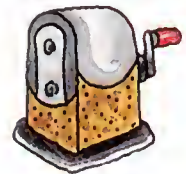
13. pencil case



4. chalk



14. pencil sharpener



5. paint



15. eraser



6. paintbrush



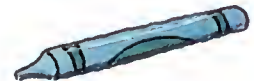
16. marker



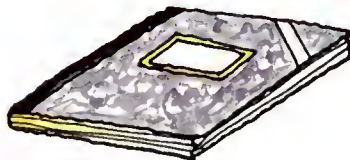
7. book bag



17. crayon



8. notebook



18. pen



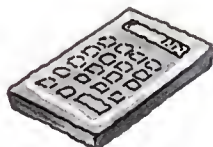
9. cassette



19. ruler



10. calculator



20. paper clip



Which toy do you want?
I want a ball.



1. ball



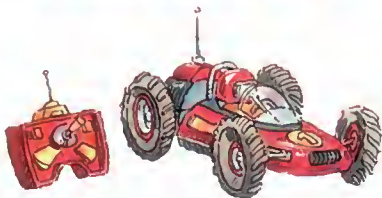
2. yo-yo



3. train



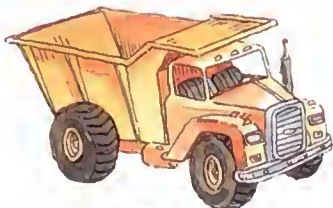
4. car



5. bicycle



6. truck



7. puzzle



8. blocks



9. robot



10. doll



11. teddy bear



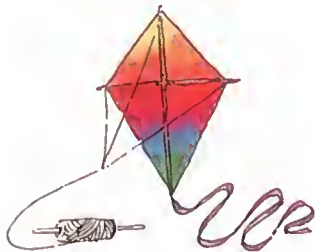
12. computer game



13. hula hoop



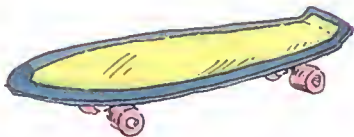
14. kite



15. jump rope



16. skateboard



17. in-line skates



18. roller skates



29 Playground Verbs

What's she doing?
She's playing hopscotch.



1. play hopscotch



2. do a cartwheel



3. do a somersault



4. play with a yo-yo



5. jump rope



6. bounce a ball



7. hop on one foot



8. sit on the seesaw



9. swing on the swing



10. throw a ball



11. hit a ball



12. catch a ball



13. kick a ball



14. climb a jungle gym



15. slide down the slide



16. run a race



17. throw a Frisbee disc



18. climb a tree



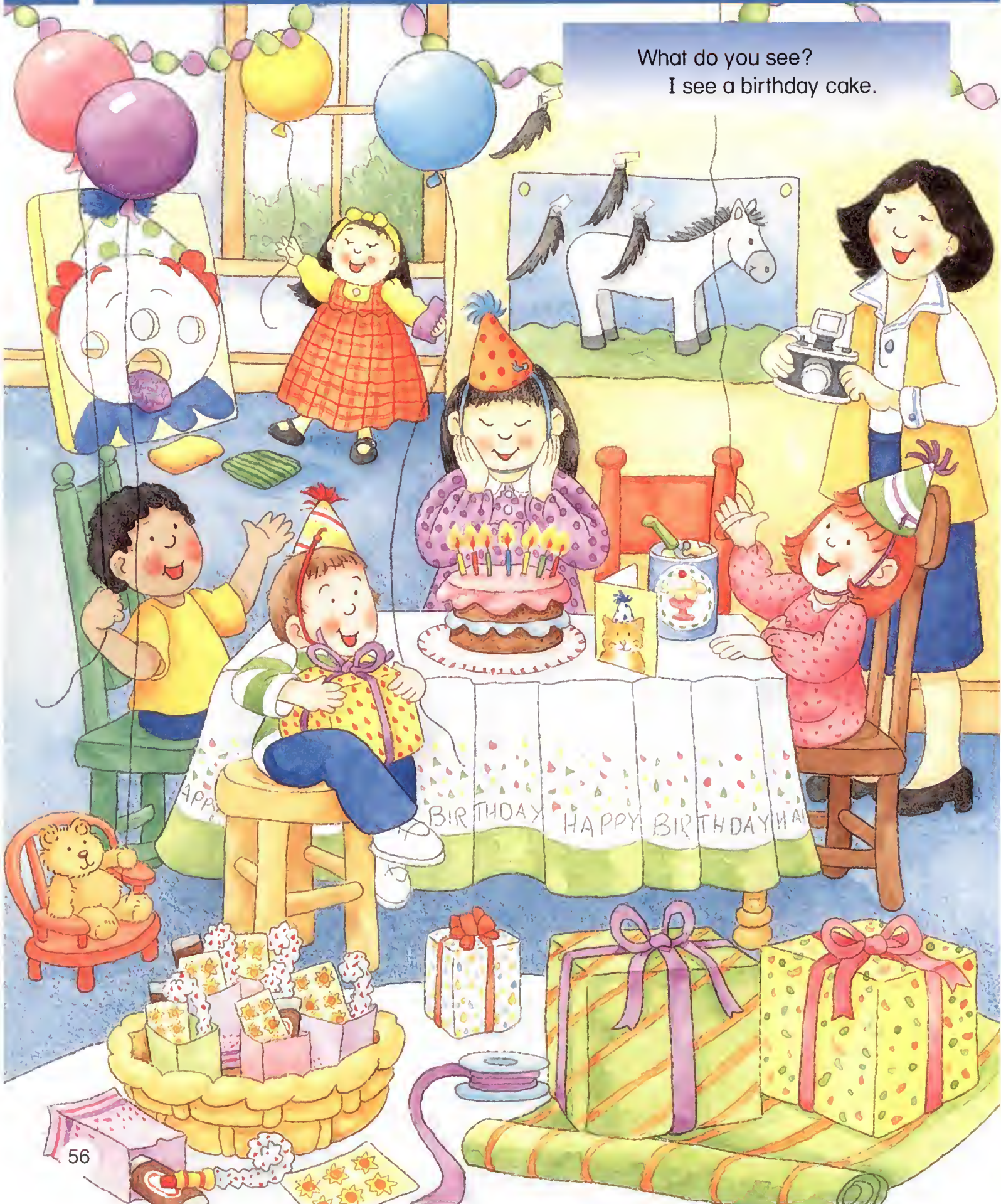
19. skip



20. walk

30 Birthday Party

What do you see?
I see a birthday cake.



1. birthday cake



2. candle



3. ice cream



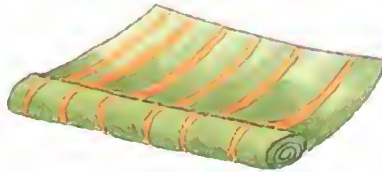
4. birthday card



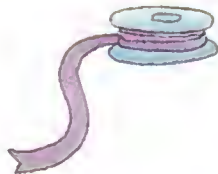
5. present



6. wrapping paper



7. ribbon



8. balloon



9. streamer



10. tablecloth



11. party hat



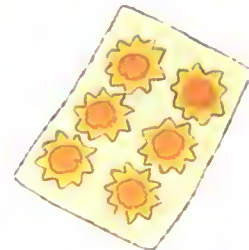
12. goodie bag



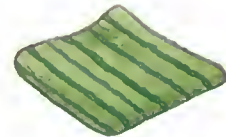
13. noisemaker



14. stickers



15. beanbag



16. camera



What's your favorite sport?
Baseball.



1. baseball



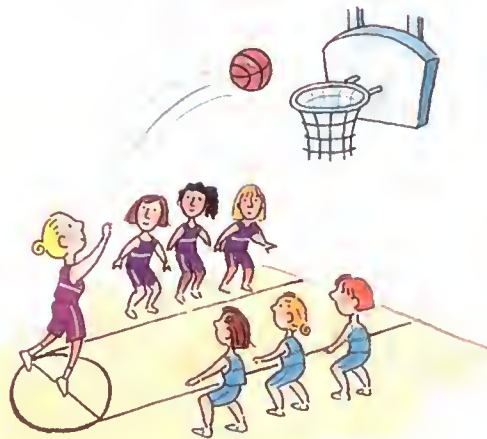
2. softball



3. football



4. soccer



5. basketball



6. volleyball



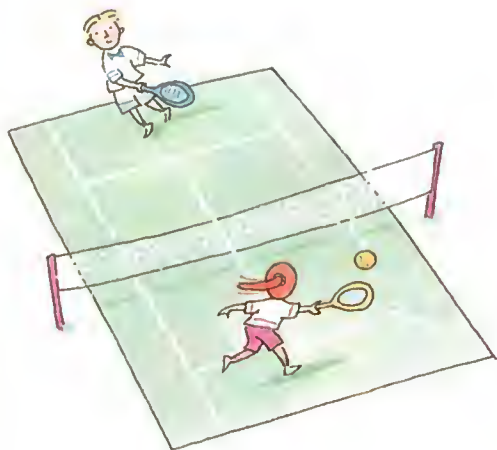
7. ice hockey



8. swimming



9. badminton



10. tennis



11. bowling



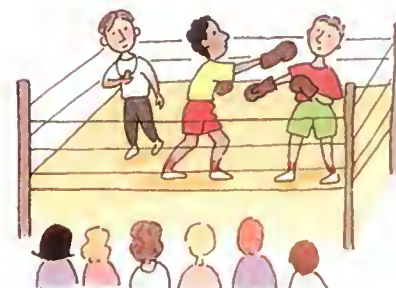
12. golf



13. archery



14. track and field



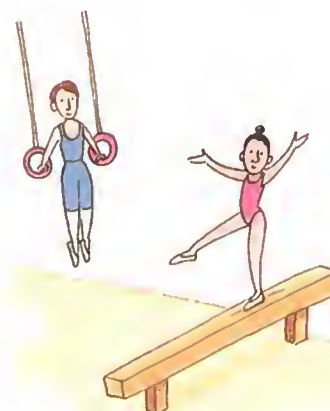
15. boxing



16. wrestling



17. karate



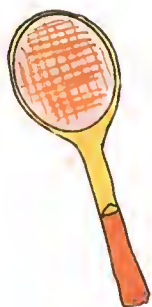
18. gymnastics

32 Sports Equipment

What do you need?
I need a tennis racket.



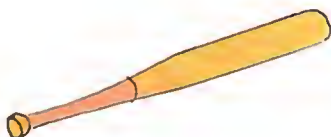
1. tennis racket



2. tennis ball



3. baseball bat



4. baseball



5. glove



6. golf club



7. golf ball



8. basketball



9. volleyball



10. soccer ball



11. tent



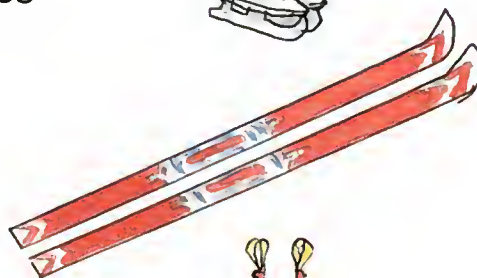
12. sleeping bag



13. ice skates



14. skis



15. ski poles



16. canoe



17. paddle



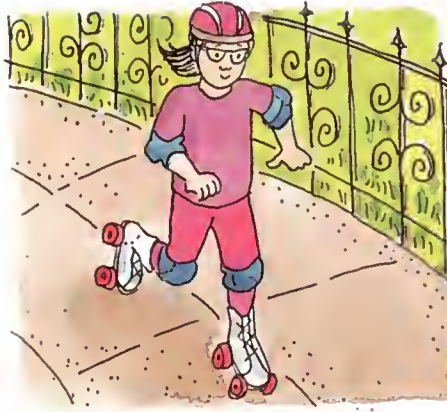
18. life jacket



What do you like doing?
I like jogging.



1. jogging



2. roller-skating



3. riding a bike



4. flying a kite



5. hiking



6. camping



7. having a campfire



8. horseback riding



9. bird-watching



10. looking at the stars



11. fishing



12. canoeing



13. kayaking



14. sailing



15. surfing



16. scuba diving



17. waterskiing



18. windsurfing



19. ice-skating



20. skiing

34 Indoor Activities

What did she do last weekend?
She played table tennis.



1. play table tennis



2. dance



3. watch TV



4. play video games



5. use the computer



6. practice the piano



7. talk on the telephone



8. play cards



9. read a book



10. study



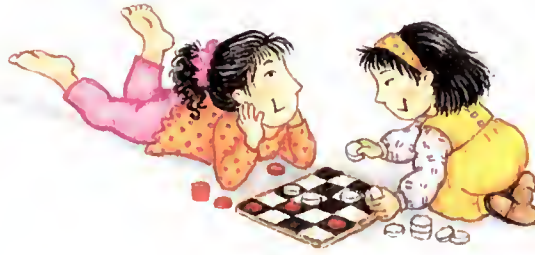
11. write a letter



12. collect stamps



13. do a puzzle



14. play a game



15. make a model



16. do a magic trick



17. color



18. sew



19. listen to music

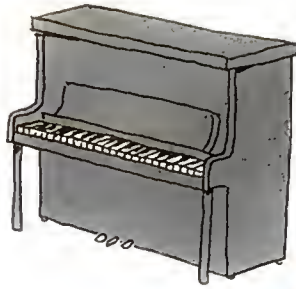


20. take a nap

What does he play?
He plays the piano.



1. piano



2. guitar



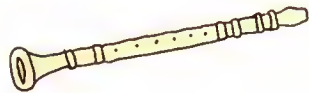
3. violin



4. cello



5. recorder



6. flute



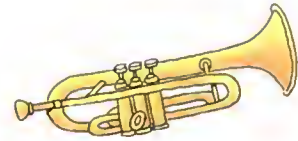
7. clarinet



8. saxophone



9. trumpet



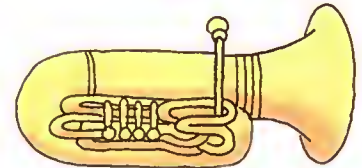
10. trombone



11. French horn



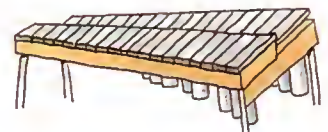
12. tuba



13. harp



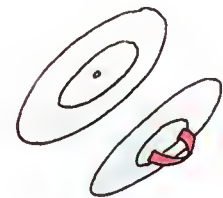
14. xylophone



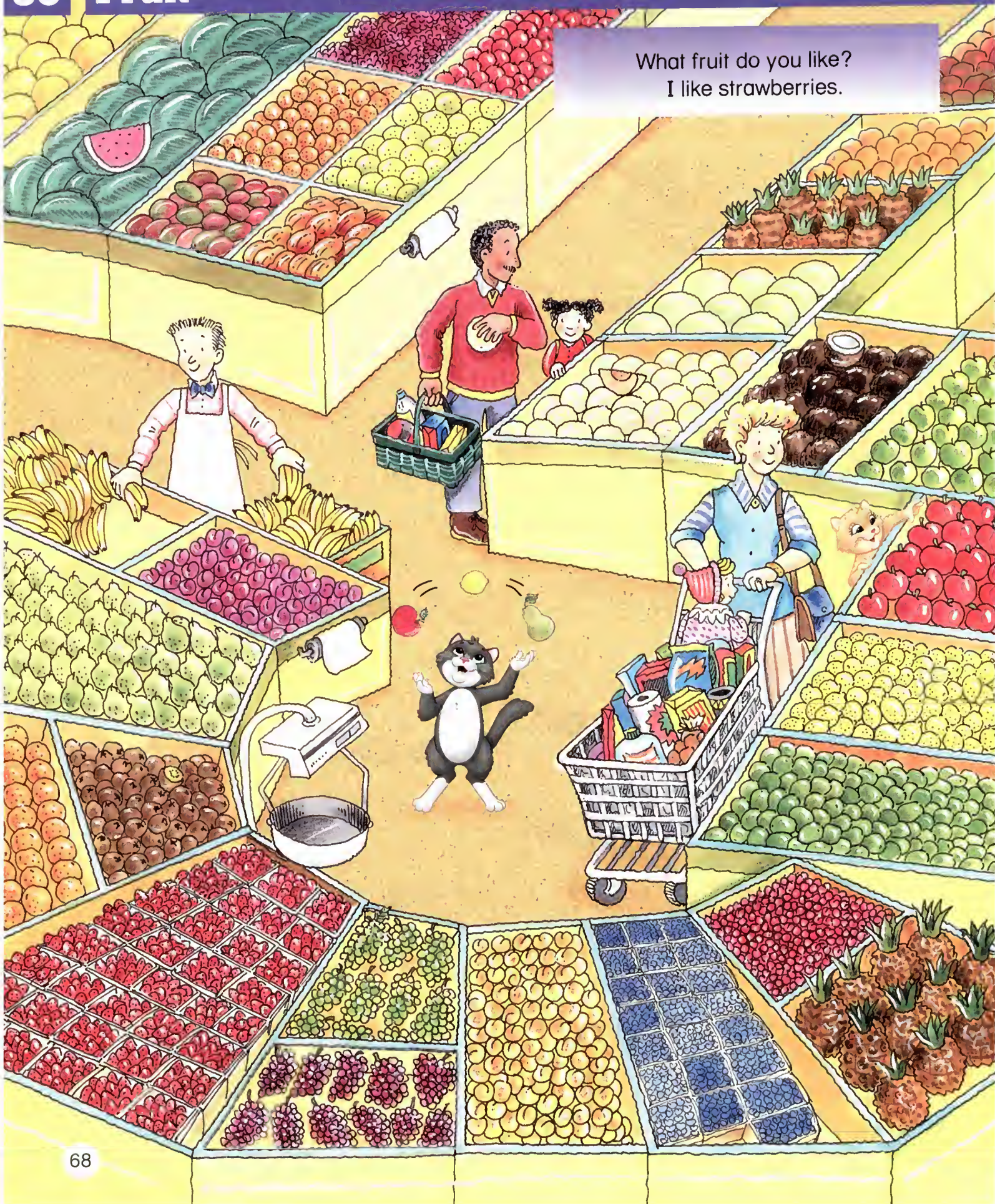
15. drum



16. cymbals



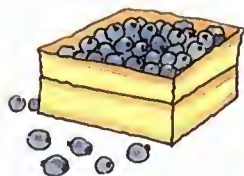
What fruit do you like?
I like strawberries.



1. strawberries



2. blueberries



3. cherries



4. grapes



5. apple



6. pear



7. peach



8. plum



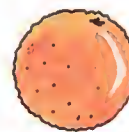
9. watermelon



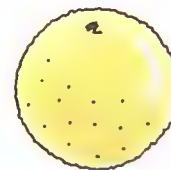
10. melon



11. orange



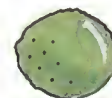
12. grapefruit



13. lemon



14. lime



15. banana



16. coconut



17. pineapple



18. kiwi



19. papaya



20. mango



37 Vegetables

What do you want?
I want some peas.



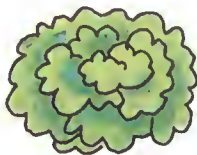
1. peas



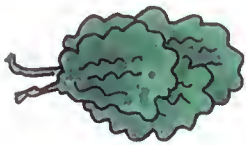
2. beans



3. lettuce



4. spinach



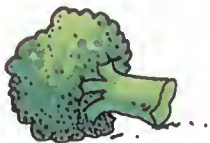
5. cabbage



6. cauliflower



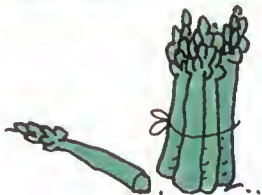
7. broccoli



8. celery



9. asparagus



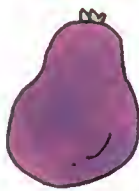
10. carrot



11. tomato



12. eggplant



13. cucumber



14. potato



15. corn



16. mushroom



17. radish



18. pepper



19. garlic



20. onion



38 Meat and Fish

What do you want for dinner?
I want chicken.



1. chicken



8. squid



2. turkey



9. oyster



3. duck



10. fish



4. steak



11. clam



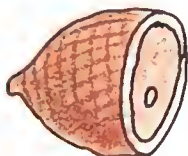
5. pork



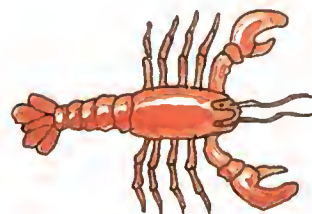
12. shrimp



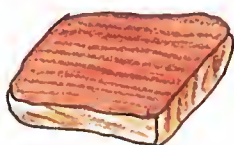
6. ham



13. lobster



7. bacon



14. crab



Do you like pizza?
Yes, I do.



1. pizza



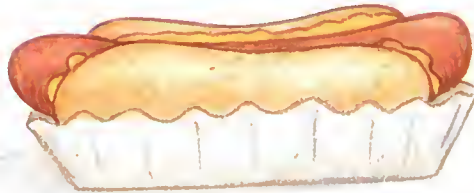
2. spaghetti



3. hamburger



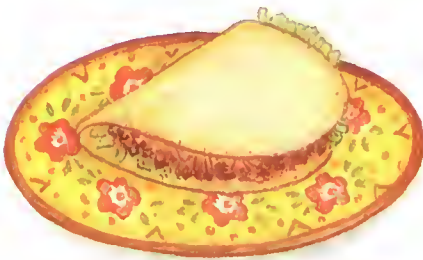
4. french fries



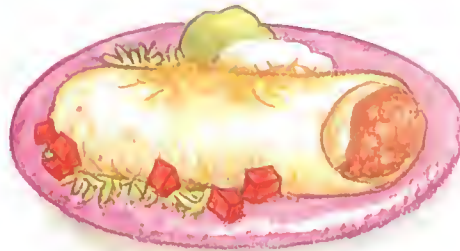
5. hot dog



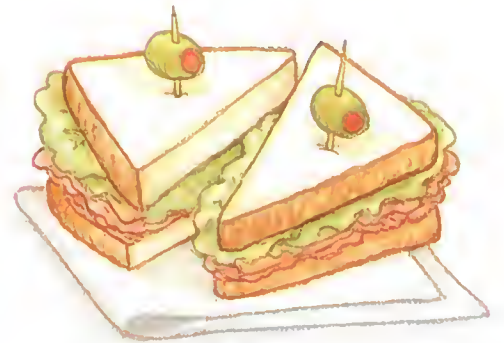
6. salad



7. taco



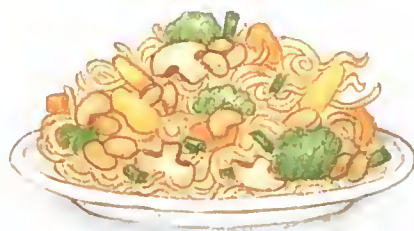
8. burrito



9. sandwich



10. sushi



11. noodles



12. rice



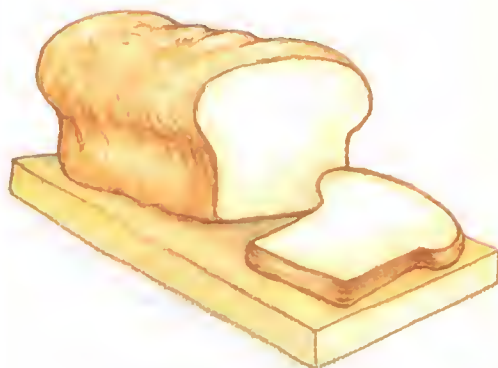
13. tofu



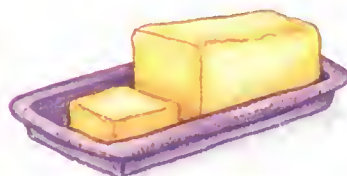
14. pancakes



15. egg



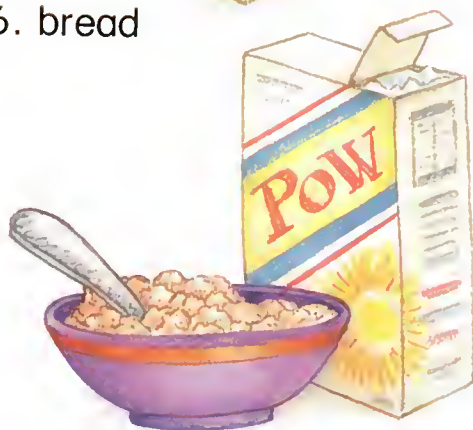
16. bread



17. butter



18. cheese



19. cereal



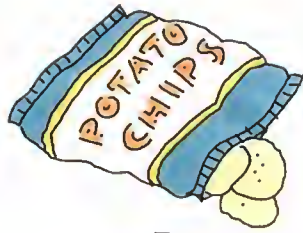
20. yogurt

40 Desserts, Snacks, and Drinks

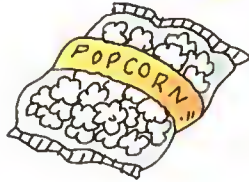
What do you like?
I like potato chips.



1. potato chips



2. popcorn



3. cotton candy



4. candy



5. cookies



6. pie



7. cake



8. pudding



9. ice cream cone



10. milk



11. chocolate milk



12. lemonade



13. orange juice



14. soda pop



15. water



16. hot chocolate



17. coffee



18. tea



What's she doing?
She's washing the spinach.



1. wash the spinach



2. cut the carrots



3. slice the cucumber



4. mix the dressing



5. peel the potatoes



6. chop the onion



7. steam the vegetables



8. stir the soup



9. grill the chicken



10. bake the cookies



11. pour the oil



12. fry the fish



13. boil the water



14. drink juice



15. eat a snack



16. crack the egg



17. toast the bread



18. make breakfast



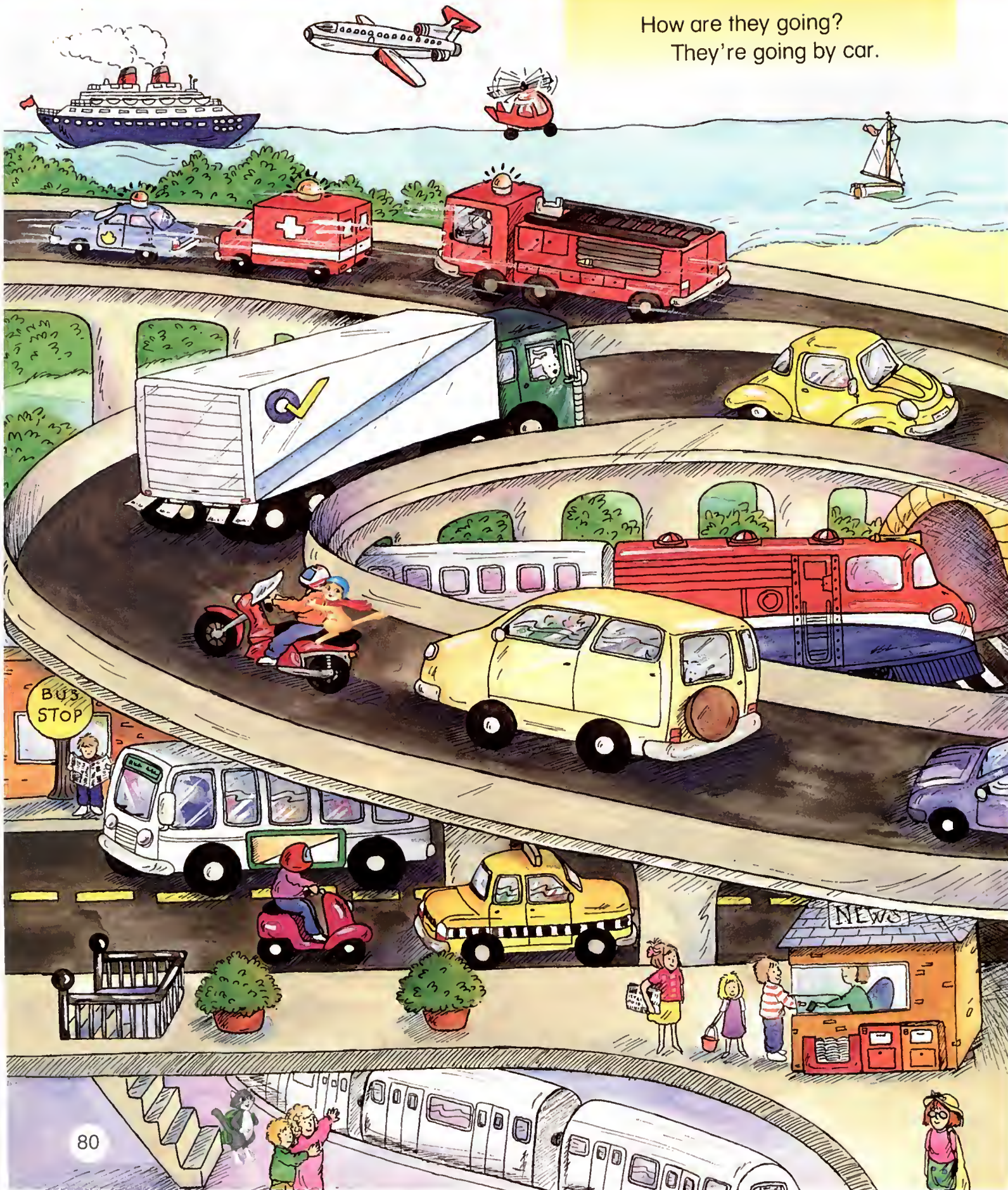
19. pack a lunch



20. cook dinner

42 Transportation

How are they going?
They're going by car.



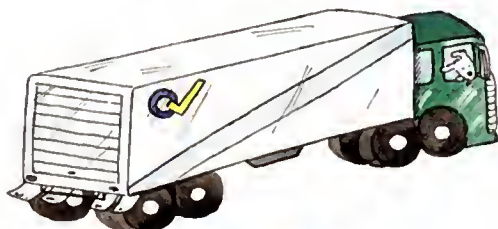
1. car



2. van



3. truck



4. motorcycle



5. scooter



6. taxi



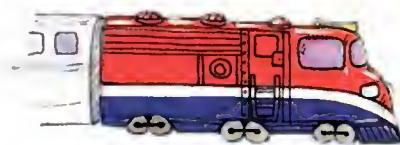
7. bus



8. subway



9. train



10. fire engine



11. ambulance



12. police car



13. airplane



14. helicopter



15. sailboat

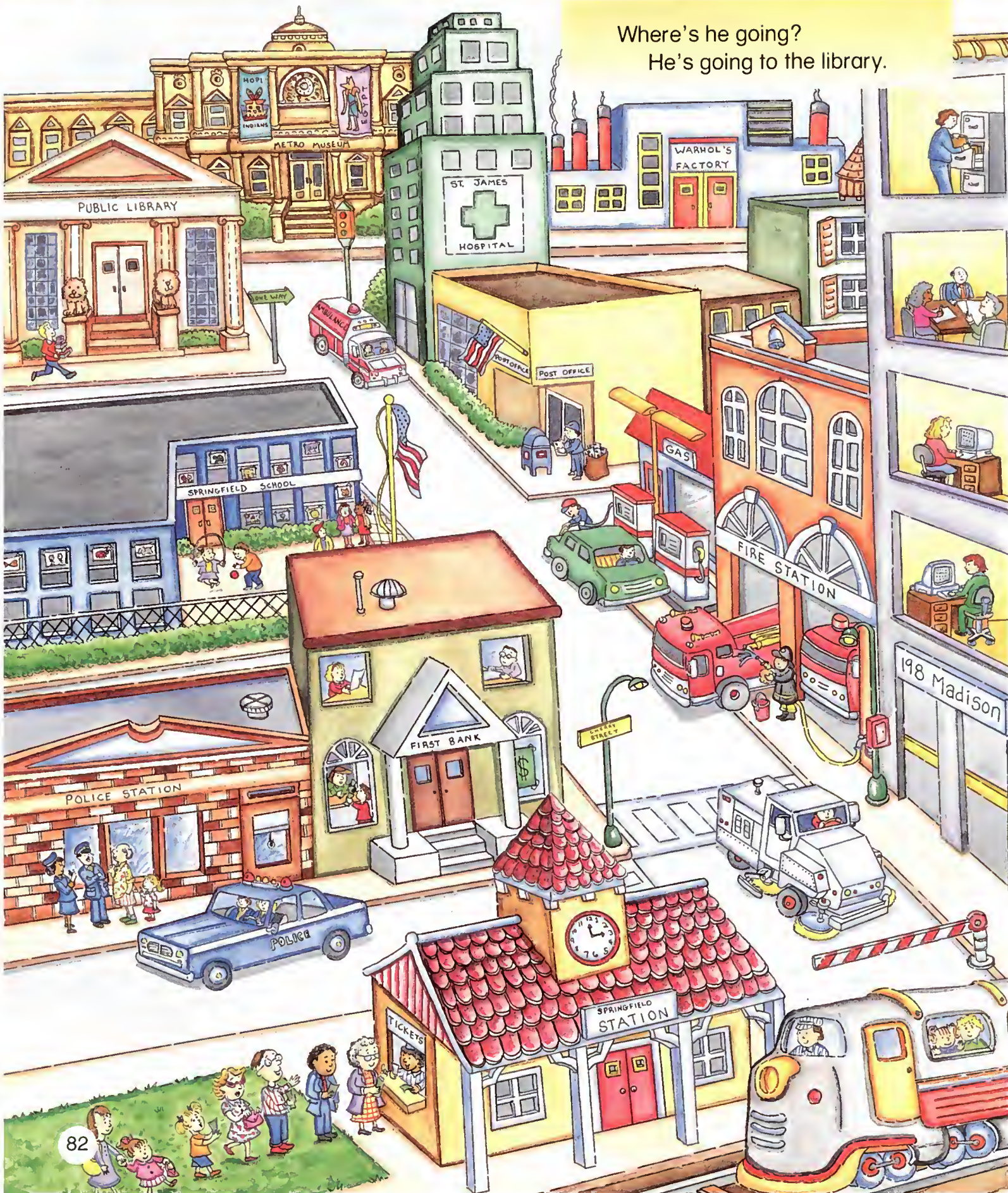


16. ship



43 Stores and Buildings

Where's he going?
He's going to the library.



1. library



7. office



2. school



8. gas station



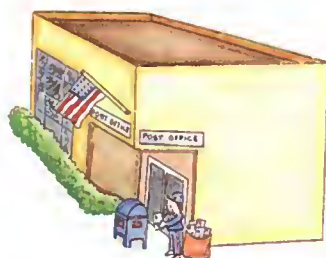
3. museum



9. police station



4. post office



10. fire station



5. hospital



11. train station



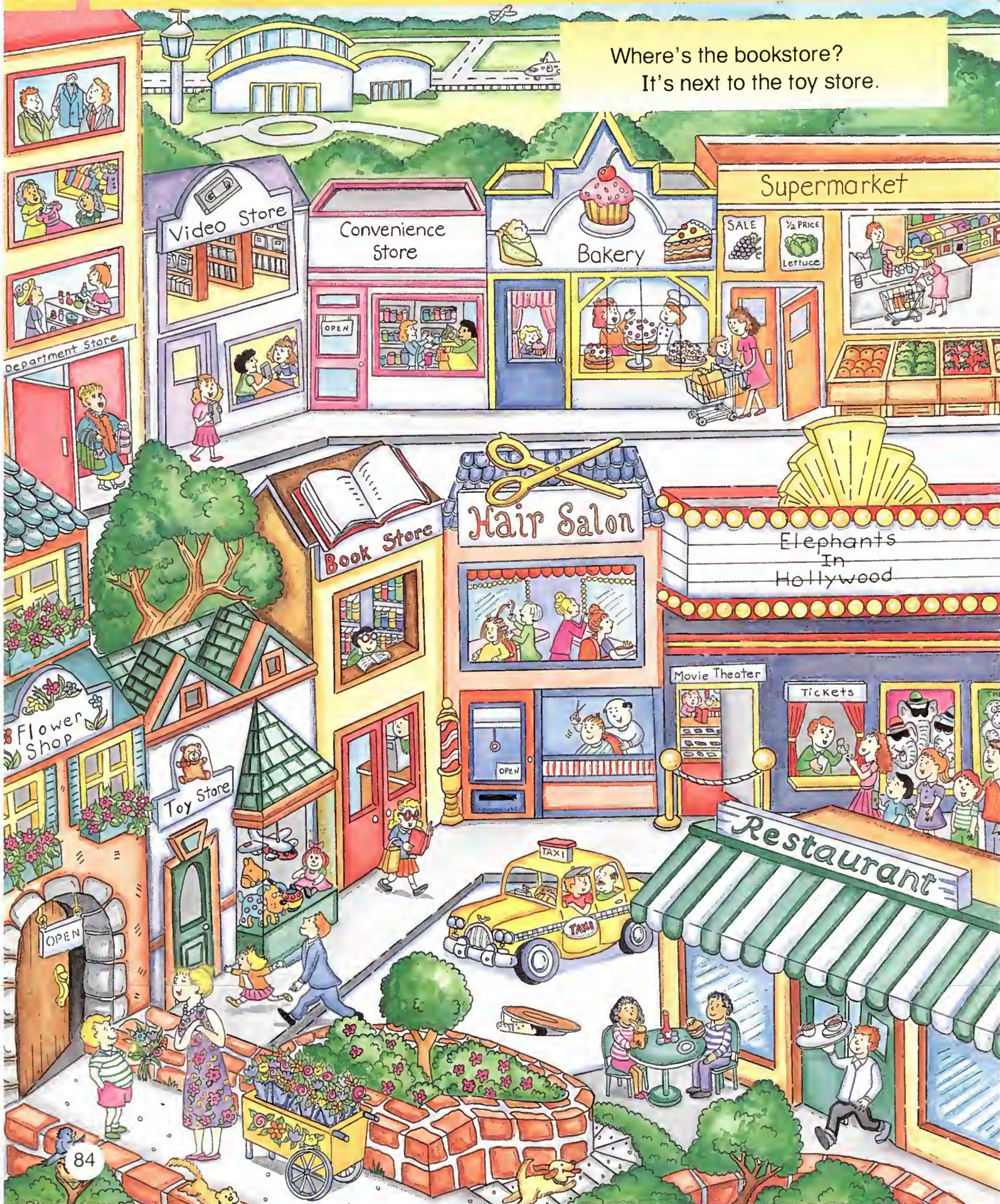
6. bank



12. factory



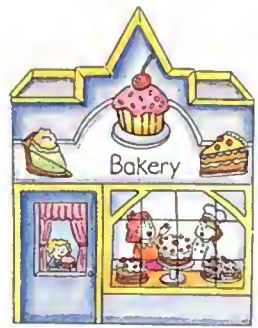
Where's the bookstore?
It's next to the toy store.



1. bookstore



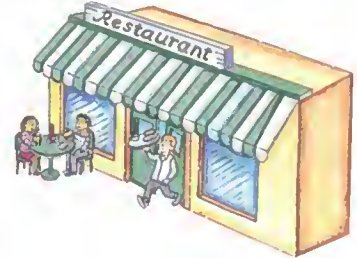
7. bakery



2. video store



8. restaurant



3. flower shop



9. convenience store



4. hair salon



10. toy store



5. supermarket



11. department store



6. movie theater



12. airport



45 Occupations

Is she a cook?
Yes, she is.



1. cook



2. baker



3. salesclerk



4. shopkeeper



5. florist



6. bank teller



7. businessperson



8. secretary



9. factory worker



10. nurse



11. doctor



12. dentist



13. mail carrier



14. firefighter



15. police officer



16. taxi driver



17. veterinarian



18. pharmacist



19. fisherman



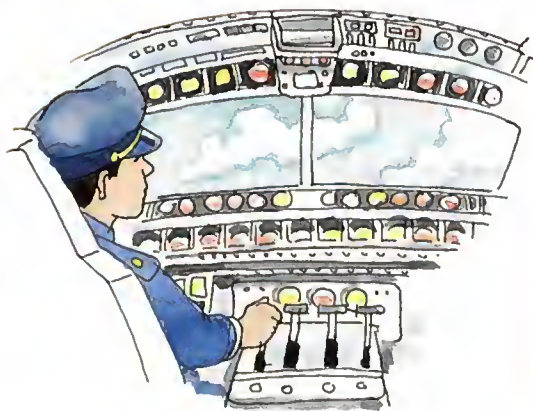
20. farmer

46 More Occupations

What do you want to be?
I want to be an astronaut.



1. astronaut



2. pilot



3. weather forecaster



4. news reporter



5. artist



6. photographer



7. singer



8. movie star



9. coach



10. programmer



11. engineer



12. scientist



13. student



14. teacher



15. principal



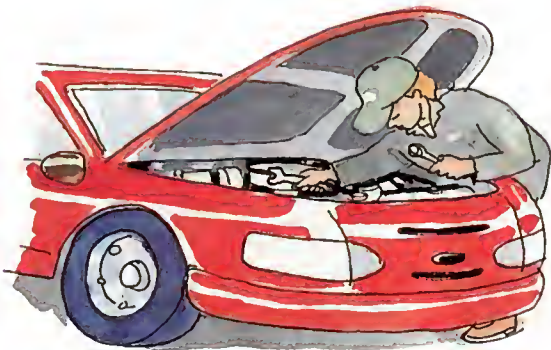
16. librarian



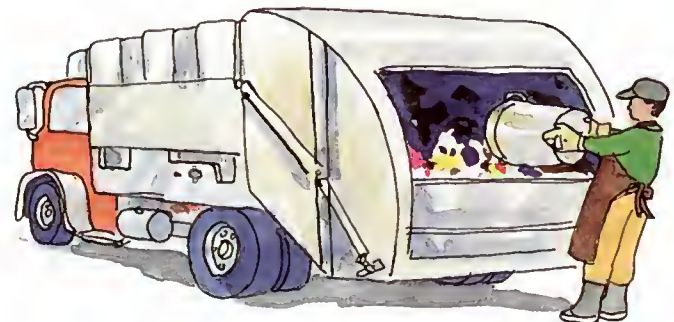
17. construction worker



18. carpenter



19. mechanic



20. garbage collector

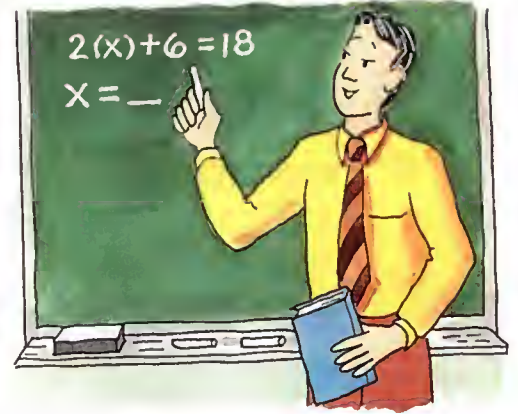
What does he do?
He fixes teeth.



1. fix teeth



2. help sick people



3. teach math



4. take pictures



5. act in movies



6. sing songs



7. paint pictures



8. sell flowers



9. grow vegetables



10. catch fish



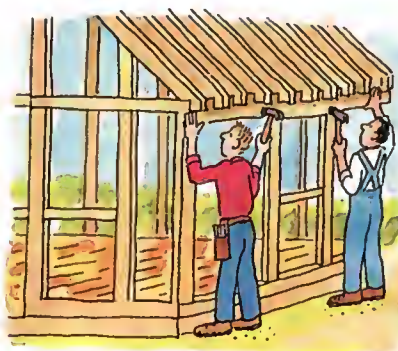
11. collect garbage



12. make things



13. do experiments



14. build houses



15. design bridges



16. repair cars



17. drive a taxi



18. fly airplanes



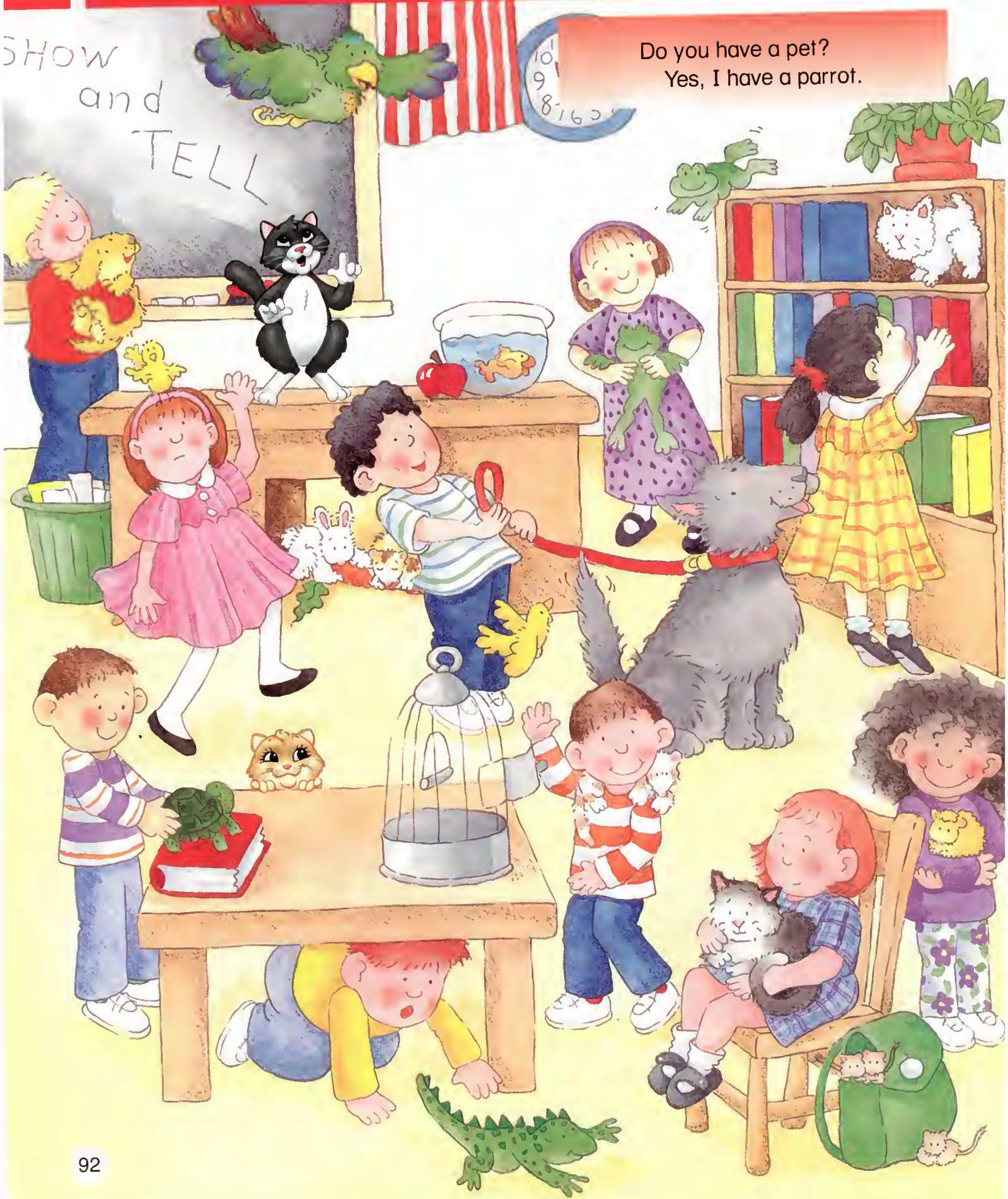
19. fight fires



20. report the news

SHOW
and
TELL

Do you have a pet?
Yes, I have a parrot.



1. parrot



8. gerbil



2. canary



9. guinea pig



3. cat



10. hamster



4. kitten



11. ferret



5. dog



12. goldfish



6. puppy



13. lizard



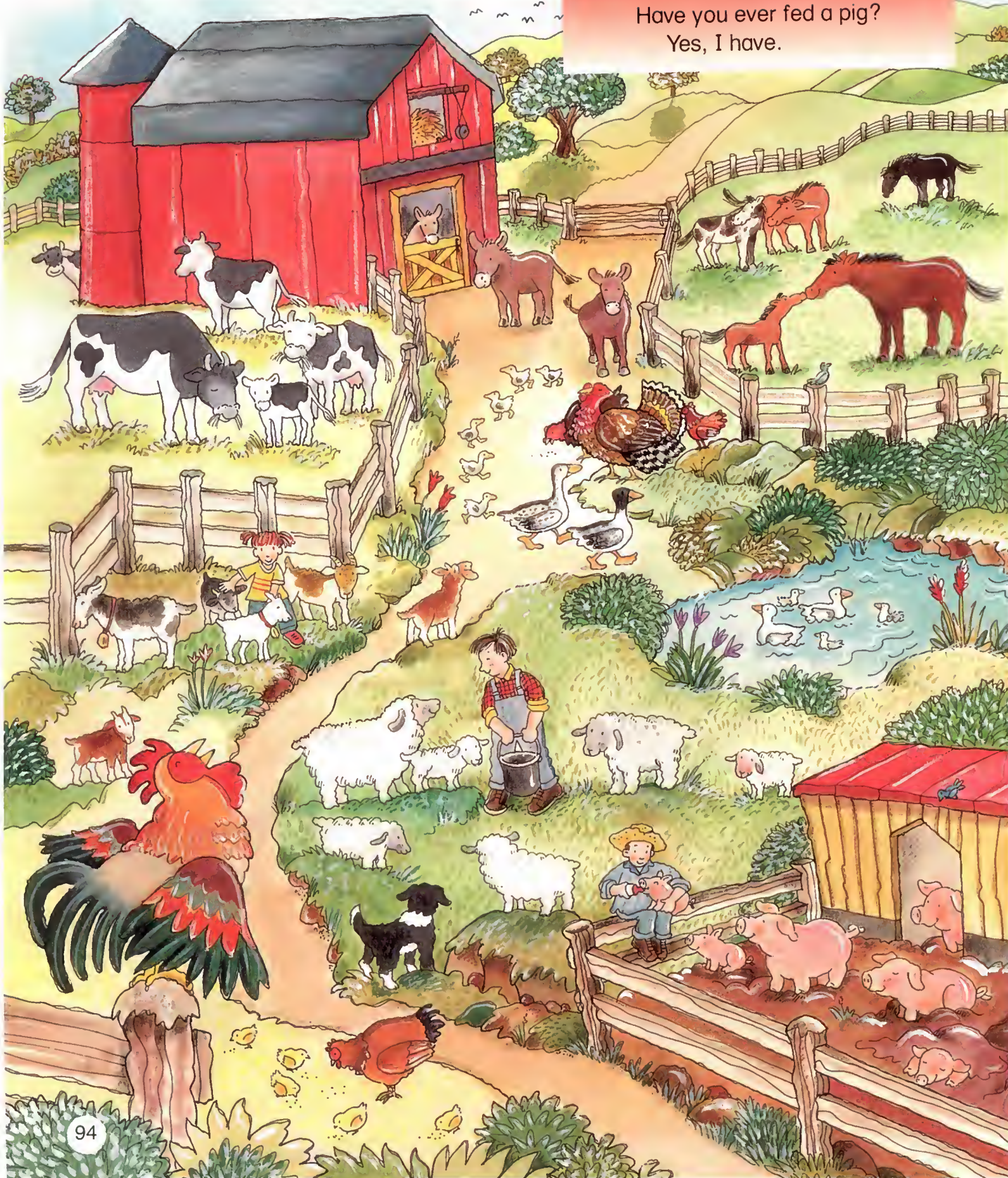
7. bunny



14. turtle



Have you ever fed a pig?
Yes, I have.



1. pig



2. piglet



3. rooster



4. hen



5. chick



6. sheep



7. lamb



8. goose



9. gosling



10. cow



11. calf



12. goat



13. kid



14. duck



15. duckling



16. horse



17. foal



18. donkey



1. bat



2. owl



3. spider



4. snake



5. frog



6. mole



7. mouse



8. chipmunk



9. rabbit



10. fox



11. raccoon



12. skunk



13. squirrel



14. porcupine



15. eagle



16. moose



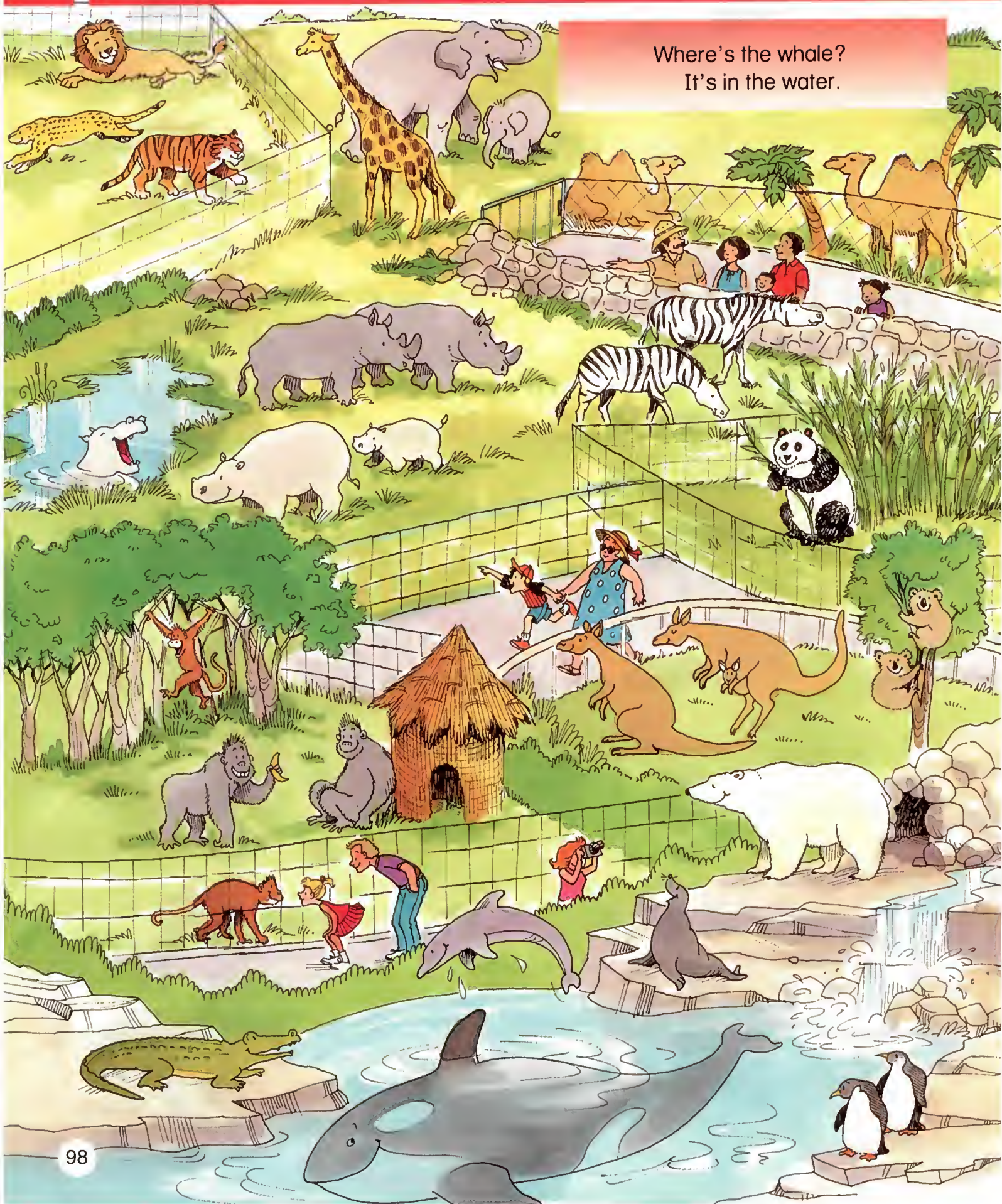
17. deer



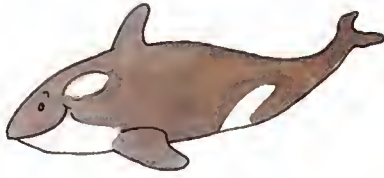
18. bear



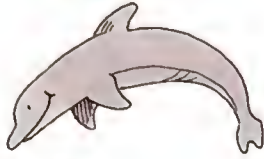
Where's the whale?
It's in the water.



1. whale



2. dolphin



3. seal



4. penguin



5. polar bear



6. kangaroo



7. koala



8. panda



9. camel



10. alligator



11. monkey



12. gorilla



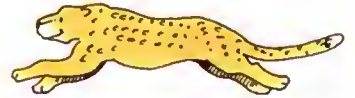
13. tiger



14. lion



15. cheetah



16. hippopotamus



17. rhinoceros



18. zebra



19. giraffe



20. elephant





1. sunny



2. rainy

How's the weather?
It's sunny.



3. cloudy



4. windy



5. snowy



6. foggy



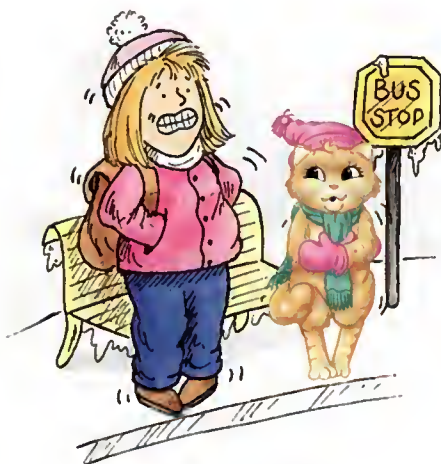
7. stormy



8. humid



9. hot



10. cold



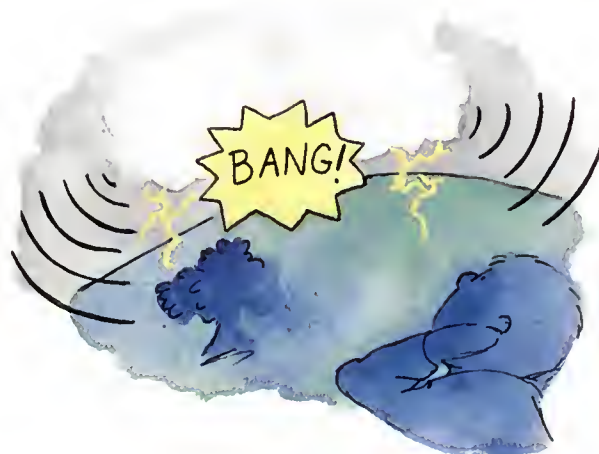
11. warm



12. cool

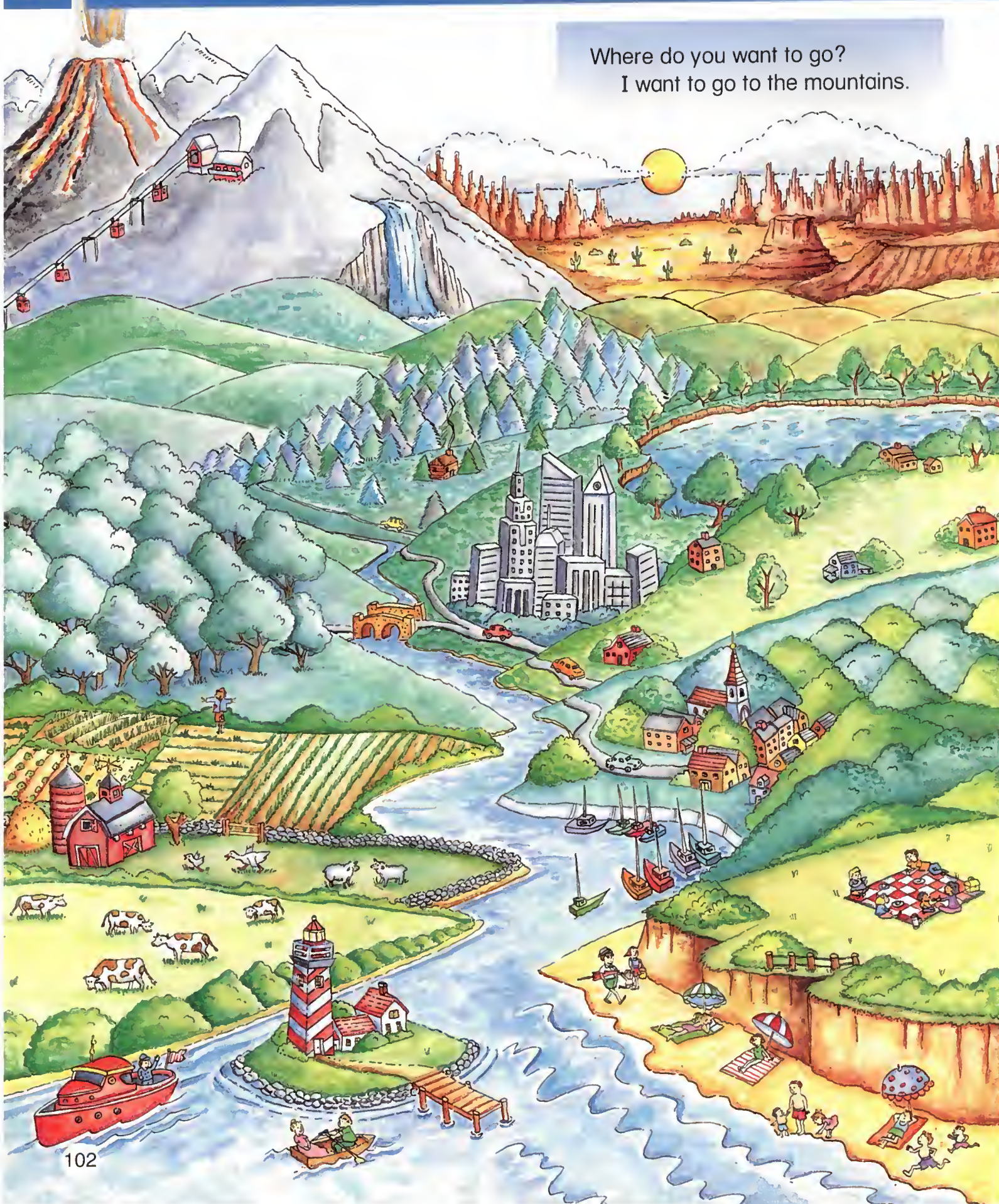


13. lightning



14. thunder

Where do you want to go?
I want to go to the mountains.



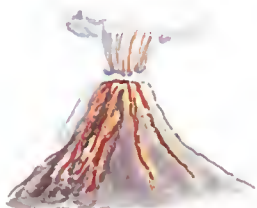
1. mountains



9. island



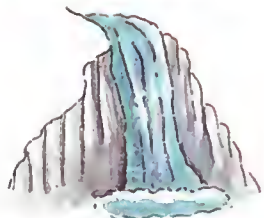
2. volcano



10. river



3. waterfall



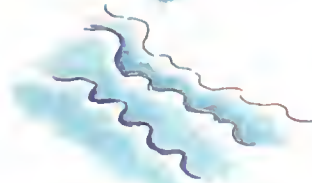
11. beach



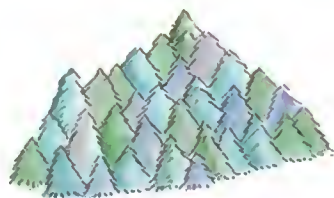
4. hill



12. sea



5. forest



13. harbor



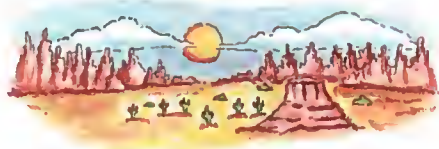
6. field



14. village



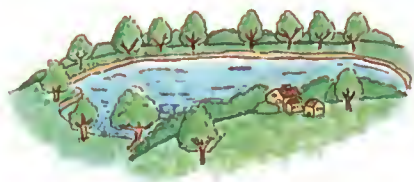
7. desert



15. farm



8. lake

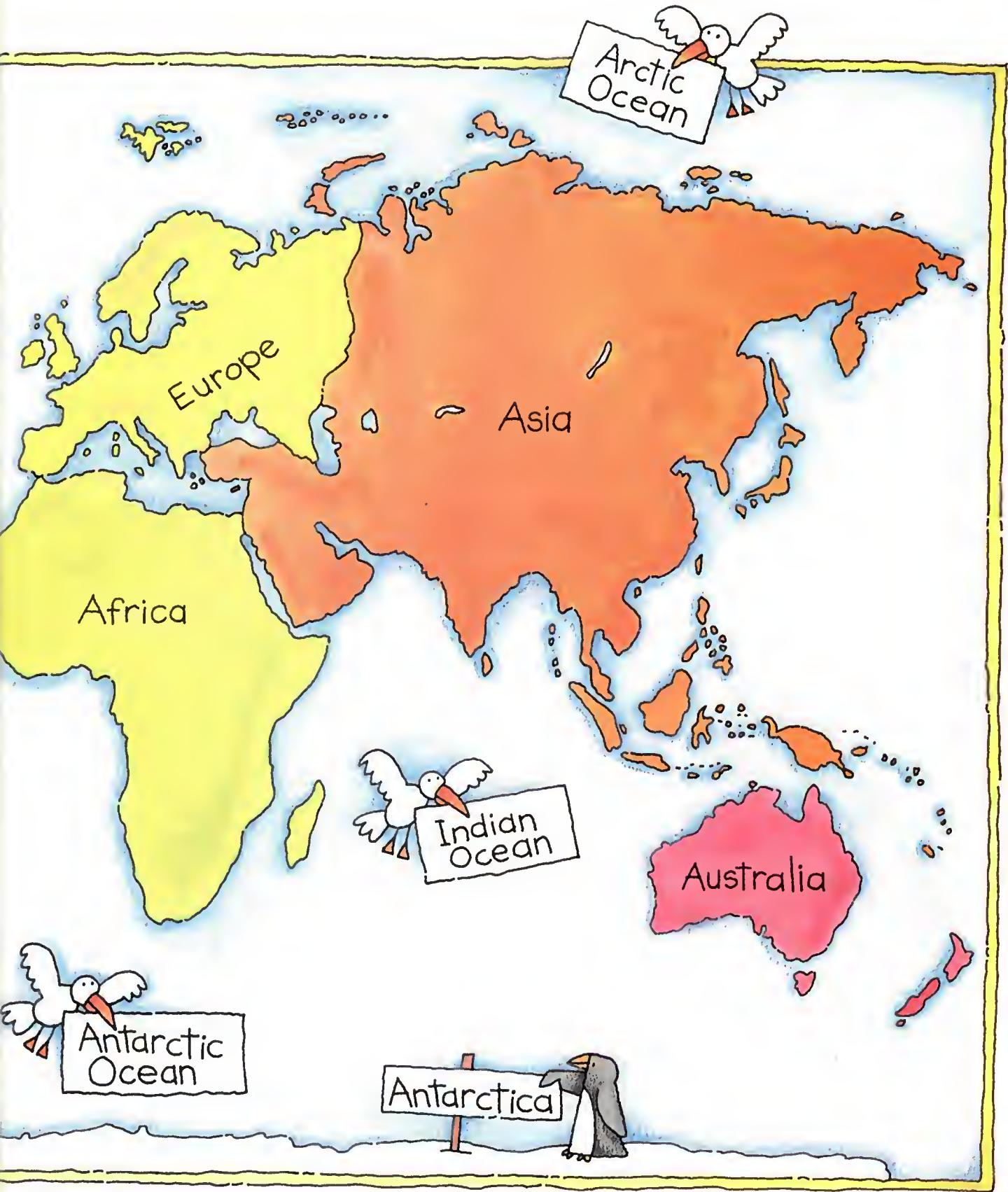


16. city



Have you ever been to Europe?
No, I haven't.





55 The Solar System

What's that?
It's Earth.

star

Mars

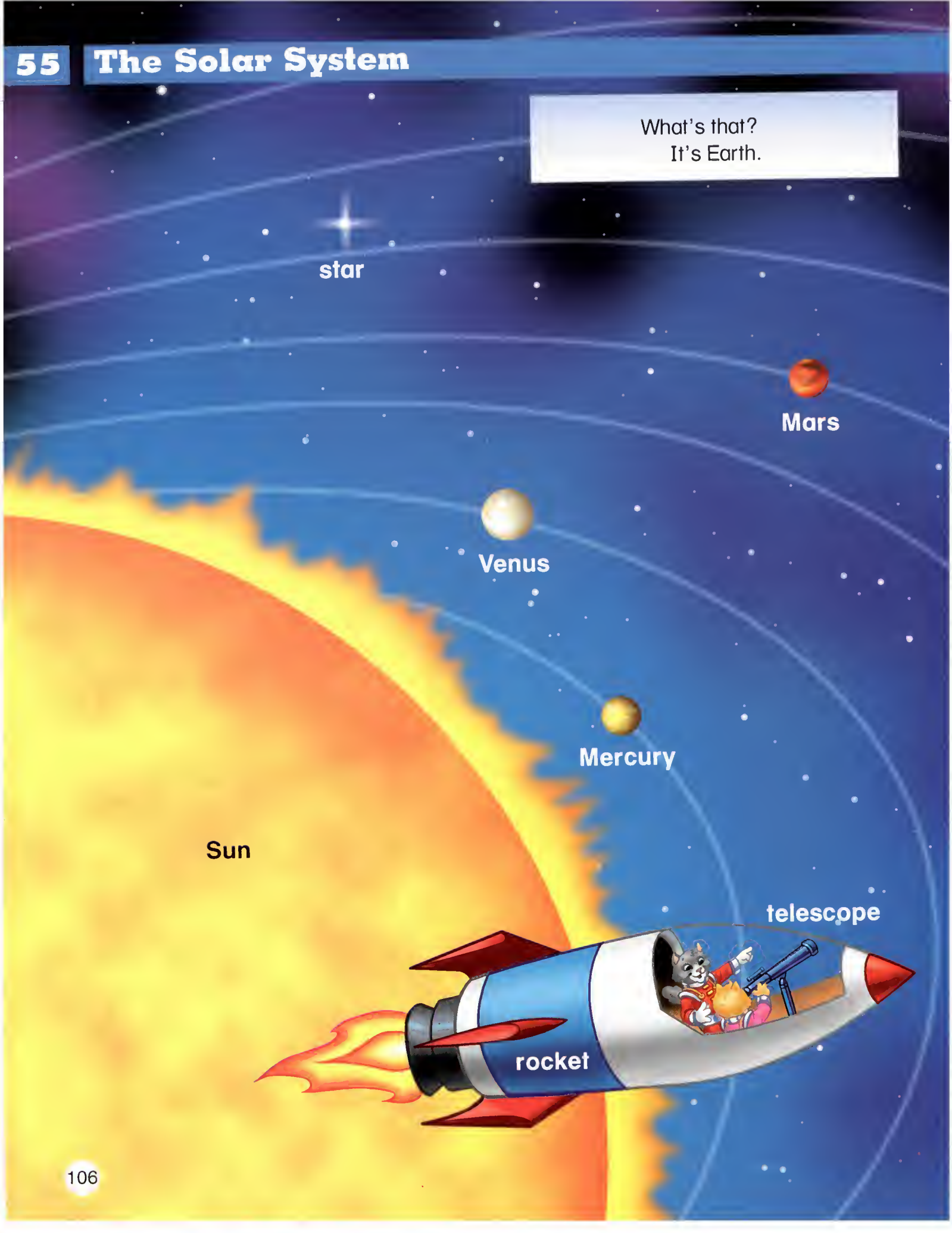
Venus

Mercury

Sun

telescope

rocket





Pluto

Neptune

Saturn

Uranus

Jupiter

Moon

Earth

Word List

This is a complete alphabetical listing of the words and phrases that appear in the *Let's Go Picture Dictionary*. Some of the vocabulary items in this list are followed by two numbers. The boldfaced number refers to the page where the word or phrase appears. The second number refers to its location on the vocabulary page. For example, "balloon **57** / 8" means that the word *balloon* is item number 8 on page 57. Vocabulary items featured in more than one topic have a separate listing for each topic.

A a

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astronaut **88** / 1
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cereal 75 / 19
chair 47 / 12
chalk 51 / 4
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cheese 75 / 18
cheetah 99 / 15
cherries 69 / 3
chest 17 / 15
chew 20 / 8
chick 95 / 5
chicken 73 / 1
chimney 29 / 1
chin 17 / 8
chipmunk 97 / 8
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chop the onion 78 / 6
chopsticks 31 / 20
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city 103 / 16
clam 73 / 11
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climb a tree 55 / 18
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coconut 69 / 16
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convenience store **85** / 9
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cool **101** / 12
corn **71** / 15
cotton candy **77** / 3
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dresser **35** / 2
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LET'S GO



Let's Go Picture Dictionary is a comprehensive reference for the vocabulary of *Let's Go*, a course for children beginning their studies of English. This colorful dictionary presents a wide range of everyday topics, from the alphabet and numbers, to occupations and the solar system. The dictionary features 975 high-frequency words, presented in attractive, full-page scenes, along with basic question-and-answer patterns that provide natural contexts for using the vocabulary. The *Let's Go Picture Dictionary* can be used on its own, or as the perfect companion to the *Let's Go* series.

An accompanying Monolingual Cassette of all the vocabulary is also available.



Let's Go, a seven-level course, combines a carefully controlled grammatical syllabus with functional dialogues, alphabet and phonics work, and songs and chants by Carolyn Graham. Classroom interaction in English is encouraged from the very beginning through a focus on question and answer forms, dialogues, pairwork, and communicative games.



Oxford University Press

ISBN 0-19-435865-8



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